

# St Mary's School & College

(part of The Talking Trust)

# Anti-Bullying Policy

Last Reviewed: June 2019

Next Review: June 2020



Lead Member of staff	<p>Nominated Member of Leadership Staff Responsible for the policy:  Natalie Edwards; Head of Therapy, Health and Wellbeing  Rachel Stanley Designated Safeguarding Lead DSL:  Named Governor with lead responsibility: Catherine Dooley</p>
Introduction	<p>This policy is based on DfE guidance "<a href="#">Preventing and Tackling Bullying</a>" July 2017 and supporting documents. It also considers the DfE statutory guidance "<a href="#">Keeping Children Safe in Education</a>" 2018 and '<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>' guidance.</p> <p><b>Links with other school policies and practices</b></p> <p>This policy links with several school policies, practices and action plans including:</p> <ul style="list-style-type: none"> <li>• Promoting Positive Behaviour policy</li> <li>• Complaints policy</li> <li>• Child protection policy</li> <li>• Confidentiality policy</li> <li>• e-safety / online safety and acceptable use policies</li> <li>• Curriculum policies e.g. PSHE, computing etc.</li> <li>• Induction</li> <li>• Social Media policy?</li> <li>• Searching and confiscating policy</li> </ul> <p><b>Links to legislation</b></p> <p>There are several pieces of legislation, which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• The Education and Inspection Act 2006, 2011</li> <li>• The Equality Act 2010</li> <li>• The Children Act 1989</li> <li>• The Education (Independent School Standards) Regulations 2014</li> <li>• Protection from Harassment Act 1997</li> <li>• The Malicious Communications Act 1988</li> <li>• Public Order Act 1986</li> </ul>
The Aim of this policy	<p>This policy outlines what St Mary's School and College will do to prevent and tackle all forms of bullying including online bullying. The policy has been adopted with the involvement of the whole school community.</p> <p>St Mary's is committed to developing an anti-bullying culture where the bullying of adults, children or young</p>

	<p>people is not tolerated in any form and that any bullying will not go unchallenged.</p>
<p>Preventing, identifying and responding to bullying</p>	<p><b>Definition of bullying</b></p> <p>Bullying can be defined as <i><b>“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”</b></i> (The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years)</p> <p>There are four key elements to this definition:</p> <ul style="list-style-type: none"> <li>• Hurtful</li> <li>• Repetition</li> <li>• Power imbalance</li> <li>• Intentional</li> </ul> <p><b>Bullying behaviour can be:</b></p> <ul style="list-style-type: none"> <li>• Bullying can include name calling, taunting, threats, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups, ridicule, humiliation, coercion and spreading hurtful and untruthful rumours.</li> <li>• This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.</li> <li>• Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.</li> </ul> <p><b>Forms and types of bullying covered by this policy</b></p> <p>Bullying can happen to anyone. This policy covers all types and forms of bullying including:</p> <ul style="list-style-type: none"> <li>• Bullying related to physical appearance</li> <li>• Bullying of young carers, children in care or otherwise related to home circumstances</li> <li>• Bullying related to physical/mental health conditions</li> <li>• Physical bullying</li> <li>• Emotional bullying</li> <li>• Sexual bullying</li> <li>• Bullying via technology, known as online or cyberbullying</li> <li>• Prejudicial bullying (against people/pupils with protected characteristics):</li> <li>• Bullying related to race, religion, faith and belief and for those without faith</li> </ul>

- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

**School ethos – Preventing, identifying and responding to bullying:**

St Mary's School and College community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

The school will:

Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

Actively provide systematic opportunities to develop pupils' communication, social and emotional skills, including their resilience.

Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

Challenge practice, which does not uphold the British values of tolerance, non-discrimination and respect towards others.

Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support, PSHE, Citizenship, and the work of the school council.

Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour

Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

Train all staff including teaching staff, support staff (including administration staff and site support staff) to identify all forms of

bullying, follow the school policy and procedures (including recording and reporting incidents).

Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.

Actively create “safe spaces” for our vulnerable children and young people

Use a variety of techniques including restorative approaches to resolve conflict between those who bully, and those who have been bullied. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Work with other agencies and the wider school community to prevent and tackle concerns.

Celebrate success and achievements to promote and build a positive school ethos.

Respond to each case promptly and individually, based on the SEND needs of the pupils, recognising that many have SEND / including communication difficulties, making understanding the social implications of language and interaction more difficult.

Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.

Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident.

Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

**Our School Community:**

Monitors and reviews our anti-bullying policy and practice on a regular basis.

Supports staff to promote positive relationships to help prevent bullying.

Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti- bullying policy.

Requires all members of the community to work with the school to uphold the anti-bullying policy.

Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. We expect parents/ carers in turn to work with the school to uphold the anti-bullying policy. Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy

Seeks to learn from good anti-bullying practice elsewhere.

Utilises support from the Local Authorities and other relevant organisations when appropriate.

### **Involvement of pupils**

We will:

Involve pupils, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.

Regularly gain pupils' views on the extent and nature of bullying.

Ensure that all pupils know how to express worries and anxieties about bullying.

Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

Utilise pupil voice in providing pupil led education and support

Publicise the details of internal support, as well as external helplines and websites.

Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

### **Involvement and liaison with parents and carers**

We will:

Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website

Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.

	<p>Ensure all parents/carers know about our complaints procedure and how to use it effectively.</p> <p>Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.</p> <p>Expect that parents work with the school to role model positive behaviour for pupils, both on and offline.</p> <p>Ensure that visitors to school are made aware of how to raise any concerns in relation to safety and that they model the school's expectations in promoting positive British values of tolerance and respect as a condition of any visit to school.</p>
Responsibilities	<p><b>It is the responsibility of:</b></p> <p>The head teacher and senior managers to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.</p> <p>Governors to take a lead role in monitoring and reviewing this policy.</p> <p>All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.</p> <p>Parents/carers to support their children and work in partnership with the school.</p> <p>Pupils to abide by the policy.</p>
Monitoring and Evaluation	<p><b>Monitoring and review: putting policy into practice</b></p> <p>The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.</p> <p>Any issues identified will be incorporated into the school's action planning.</p> <p>The head teacher will be informed of bullying concerns, as appropriate.</p> <p>The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.</p> <p>This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures</p>

<p>Additional statutory guidance</p>	<p><b>Useful links and supporting organisations</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Alliance: <a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a></li> <li>• Childline: <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• Family Lives: <a href="http://www.familylives.org.uk">www.familylives.org.uk</a></li> <li>• Kidscape: <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a></li> <li>• MindEd: <a href="http://www.minded.org.uk">www.minded.org.uk</a></li> <li>• NSPCC: <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></li> <li>• The BIG Award: <a href="http://www.bullyinginterventiongroup.co.uk/index.php">www.bullyinginterventiongroup.co.uk/index.php</a></li> <li>• PSHE Association: <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a></li> <li>• Restorative Justice Council: <a href="http://www.restorativejustice.org.uk">www.restorativejustice.org.uk</a></li> <li>• The Diana Award: <a href="http://www.diana-award.org.uk">www.diana-award.org.uk</a></li> <li>• Victim Support: <a href="http://www.victimsupport.org.uk">www.victimsupport.org.uk</a></li> <li>• Young Minds: <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></li> <li>• Young Carers: <a href="http://www.youngcarers.net">www.youngcarers.net</a></li> <li>• The Restorative Justice Council: <a href="http://www.restorativejustice.org.uk/restorative-practice-schools">www.restorativejustice.org.uk/restorative-practice-schools</a></li> </ul> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>• Changing Faces: <a href="http://www.changingfaces.org.uk">www.changingfaces.org.uk</a></li> <li>• Mencap: <a href="http://www.mencap.org.uk">www.mencap.org.uk</a></li> <li>• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: <a href="http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf">www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf</a></li> <li>• DfE: SEND code of practice: <a href="http://www.gov.uk/government/publications/send-code-of-practice-0-to-25">www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></li> </ul> <p><b>Cyberbullying</b></p> <ul style="list-style-type: none"> <li>• Childnet: <a href="http://www.childnet.com">www.childnet.com</a></li> <li>• Internet Watch Foundation: <a href="http://www.iwf.org.uk">www.iwf.org.uk</a></li> <li>• Think U Know: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></li> <li>• UK Safer Internet Centre: <a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a></li> <li>• The UK Council for Child Internet Safety (UKCCIS) <a href="http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a></li> <li>• DfE 'Cyberbullying: advice for head teachers and school staff': <a href="http://www.gov.uk/government/publications/preventing-and-tackling-bullying">www.gov.uk/government/publications/preventing-and-tackling-bullying</a></li> <li>• DfE 'Advice for parents and carers on cyberbullying': <a href="http://www.gov.uk/government/publications/preventing-and-tackling-bullying">www.gov.uk/government/publications/preventing-and-tackling-bullying</a></li> </ul> <p><b>Race, religion and nationality</b></p> <ul style="list-style-type: none"> <li>• Anne Frank Trust: <a href="http://www.annefrank.org.uk">www.annefrank.org.uk</a></li> <li>• Kick it Out: <a href="http://www.kickitout.org">www.kickitout.org</a></li> <li>• Report it: <a href="http://www.report-it.org.uk">www.report-it.org.uk</a></li> <li>• Stop Hate: <a href="http://www.stophateuk.org">www.stophateuk.org</a></li> <li>• Tell Mama: <a href="http://www.tellmamauk.org">www.tellmamauk.org</a></li> </ul>
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- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW - Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW - Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

This policy is published:

✓ St Mary's website

✓  Firefly

Appendix 1

Responding to bullying – School Process:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

The school will provide appropriate support for the person being bullied – making sure, they are not at risk of immediate harm and will involve them in any decision-making, as appropriate, using restorative approaches if it is appropriate to do so.

The Head teacher/DSL or another member of leadership staff will interview all parties involved.

The DSL will be informed of all bullying issues where there are safeguarding concerns.

The school will speak with and inform other staff members, where appropriate.

The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

Sanctions, as identified within the school behaviour policy and support will be implemented in consultation with all parties concerned.

If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools or agencies as necessary. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's promoting positive behaviour policy

A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## **Cyberbullying**

When responding to cyberbullying concerns, the school will:

Act as soon as an incident has been reported or identified.

Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

Take all available steps where possible to identify the person responsible. This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- contacting the service provider and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the person who is showing bullying behaviour, as well as ensuring access to any additional help that they may need.

Inform the police if a criminal offence has been committed.

Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

## **Supporting pupils**

Pupils who have been bullied will be supported by:  
Reassuring the pupil and providing support.

Offering an immediate opportunity to discuss the experience with a member of their staff team, the DSL, or a member of staff of their choice.

Working towards restoring self-esteem and confidence, and building resilience

Providing ongoing port; this may include: working and speaking with staff, offering, engaging with parents and carers, offering intervention from the Wellbeing Team

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Child and Adolescent Mental Health Service (CAMHs)

Pupils who have perpetrated bullying will be helped by:

Discussing what happened, establishing the concern and the need to change, using restorative approaches where it is appropriate to do so

Informing parents/carers to help change the attitude and behaviour of the child.

Providing appropriate education and support regarding their behaviour or actions.

If online, requesting that content be removed and reporting accounts/content to service provider.

Sanctioning, in line with the school's promoting positive behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Child and Adolescent Mental Health Service (CAMHS)