ST THOMAS MORE CATHOLIC SCHOOL

POLICY ON: Anti Bullying

School Mission Statement: *"To guide and encourage students to be responsible, caring and confident in a climate of Gospel values where they can realise their full potential and celebrate each other's success".*

Statement of intent

At St Thomas More Catholic School we are committed to providing a caring, friendly and safe environment for all our students, so that they can learn in a supportive and secure atmosphere. Everybody has the right to be treated with respect. Respect for self, others and the environment are part of the high expectations we foster in our school family and are intrinsic to our ethos and values.

Bullying of any kind is unacceptable. If there is an occurrence, all students should feel able to tell a responsible adult and be confident that incidents will be addressed promptly and effectively.

Policy for the Prevention of Bullying

This policy has been drafted with reference to the main philosophies, ideas and actions set out in Walsall's Anti-Bullying Policy as created by The Walsall Safeguarding Children's Board.

Anti-Bullying Charter

We will endeavour to create an environment where bullying is seen as anti-social behaviour which will not be tolerated by the school community.
We will take bullying seriously.
We will make sure that students who experience bullying know how to get help.
We will offer help and support to students who are bullied.
We will help students who bully to understand the consequences of their actions and to alter their behaviour.

Definition of bullying

The Department for Children, Schools and Families defines bullying as '**behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally'** (DCFS 2006)

As a school we have adopted this definition.

All bullying behaviour displays the following four features:

1. It is repetitive and persistent - though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying.

2. It is intentionally harmful - though occasionally the distress it causes is not consciously intended by all of those who are responsible.

3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.

4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

   The Stephen Lawrence inquiry recommended that a racist incident should be defined as
   '**…… any incident which is perceived to be racist by the victim or any other person'**

Types of bullying:

- **Emotional** - Exclusion from friendship groups, unfriendliness, talking to others about the victim, name calling, mimicry, ridicule, graffiti and comments about appearance or physical development.

- **Physical -** Any physically aggressive act from pushing, kicking, pinching, tripping, nudging and punching to a full violent attack. This may or may not include the use of a weapon.

- **Racist -** The victim is targeted for belonging to a particular minority group. Comments, graffiti, taunts or physical assault is referenced to the victim being part of a racial group.

- **Sexist –** Unwanted physical contact or sexually suggestive or abusive comments made by members of the opposite or same sex.

- **Homophobic –** Verbal or physical bullying directed at the sexuality of the victim, usually with reference to gay, homosexual, bisexual or transgender comments.

- **Verbal –** Name calling, sarcasm, spreading rumours and teasing by individuals or a group.

- **Cyber –** Using modern technologies to aid the bullying process. This can be done via the Internet through chat rooms, MSN and Email and may include the transfer of pictures and video recordings of the victim. Mobile phones may be used to send text or verbal messages and may also be used to take and send pictures or video recordings of the victim.

- **S.E.N.** – Bullying of students because of their special educational needs. This could be because of physical or academic issues. This also includes more able and hard working students who suffer abuse often via the term "keeno".

Indicators of bullying

The following signs may suggest that a student is being bullied:

- Change in behaviour, e.g. uncharacteristic withdrawal, moodiness, tearfulness, depression, secretiveness and reluctance to offer reasons for this
- Items of clothing, property, schoolwork etc are damaged or lost
- Deterioration in level of educational performance
- Reluctance to attend school / truancy, lateness; feeling ill in the morning
- Money going missing from home, often loses dinner money, no longer has a meal in school; may request extra money or bring extra sweets, food into school
- Sleep problems
- Physical injuries – bruises or cuts
- Feeling ill in school and requests to be sent home
- Student becomes aggressive, disruptive or unreasonable
- Change in the normal routine of a student
- The student begins to bully other students or siblings.
- Gives improbable reasons for changes in behaviour
- A change in normal use of the Internet or mobile phone

What to do if you are bullied

If a student is unhappy with the behaviour of others towards him/her then he/she **should** take one of the following actions: –
- Tell someone
- Discuss the problem with parents / carers
- Discuss the problem with family or a friend and decide what action to take

- Seek the help of a member of staff, this should usually be the Form Tutor but can be anyone to whom the student is happy to talk

Students who consider that they are being bullied **should not** seek immediate revenge either by violence or abuse, in person or through the Internet or text messaging.

What parents / carers should do if they suspect bullying

If your child discloses that he/she is being bullied you may consider the following actions: –
- Discuss the problem with your child and offer him/her strategies to deal with the issue
- Contact your child's Form Tutor to raise the issue
- Contact the school to make an appointment to come into school to discuss the issue
  NB; if you attend without an appointment there may not be a member of staff available straight away to deal with your concerns
- If it is a serious incident outside school contact the police

Please do not encourage your child to resort to violence as this solves no problems but creates others.

Prevention

Prevention of bullying is the clear strategy of choice and at St Thomas More we work at prevention through a number of strategies.

- The issue is covered during our Year 7 Induction programme where several sessions are spent on team building and circle time to create a group identity for new students to the school in which they support each other.
- The provision of the 'Friendly Ear' drop in centre for younger students which is run, at lunchtimes, by Year 12 and 13 pupils. Here students can discuss concerns with older students as well as escaping the rigours of the school playground.
- Students are encouraged to tell someone if they consider that they are being bullied.
- Should it be considered necessary Peer mentoring is available at all levels throughout the school offering support to the more vulnerable members of our school community.
- Assemblies and form periods are given over to issues of bullying.
- The school takes part in the National Anti-bullying Week and takes advantage of other local and national initiatives which highlight the issue of bullying.
- The Key Stage 3 PSHE curriculum covers issues relating to bullying.
- Learning Support Department and St John Vianney Centre staff and our Student Support Manager are all available for students to raise and discuss issues of bullying.
- We use CCTV technology to monitor certain areas of the school and ensure that students know that they are being monitored.
- An Anti-Bullying Patrol has been established using volunteer students - (FABS).
- Policy Central is used to monitor the use of computers and internet connections in school.
- We participate in the S.H.A.R.P. system

Incident management

The school will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff. This may be by the individual member of staff for minor incidents or referral through the school's pastoral management structure for more serious or persistent incidents.

Reports of bullying behaviour, including racist/religious incidents, should be dealt with sensitively and effectively.

If a member of staff feels unable to deal with an incident to its conclusion it should be referred up through the school's pastoral/departmental hierarchy.

A reported incident of bullying behaviour, including racist/religious incidents should be recorded in writing.

- Victim(s),alleged perpetrator(s) and any witnesses to the incident to complete incident report form. (Appendix 1)
- Member of staff dealing with incident to complete record of bullying/racist incident form. (Appendix 2)
- upon resolution of the incident the record of bullying/racist incident form (completed by students) to be returned to Ann Purshouse (APU) in G37.

APU will:
- record details of incident in pastoral notes of all concerned
- complete and return Education Walsall Racist/Religious Incident Report Form where appropriate
- maintain a log of incidents of bullying behaviour
- produce a termly analysis of incidents of bullying and racist incidents as required by LA
- all paperwork is available from G37 or from the 'Recording a bullying/racist incident' folder in the Pastoral folder on the shared area.

Post incident response for the victim

The school will offer a proactive, sympathetic and supportive response to pupils who are the victims of a bullying incident. The exact response will be determined by the particular student's needs and may include:
- immediate action to stop the incident and secure the victim's safety
- positive reinforcement that reporting the incident was the correct action
- use of the 'Bullying Incident Data sheet' to structure a response to the incident
- reassurance that the victim is not responsible for the actions of the bully
- strategies to prevent further incidents
- support/assistance from our team of First Aiders
- sympathy and empathy
- counselling [peer, teacher, support staff or outside agency]
- peer support, mentoring or mediation
- extra supervision / monitoring
- informing and/or involving parents/carers
- referral to outside counselling agencies e.g. Walkways and Base 25
- arrangements to review progress

Post incident response for the bully/bullies

St Thomas More School takes bullying very seriously and will adopt a supportive, pragmatic, problem solving approach to enable bullies to behave in a more acceptable manner.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious will be the response. Sanctions will be applied consistently and fairly. The following responses will be considered:
- immediate and appropriate action to stop an incident of bullying in progress
- engagement with the bully to reinforce that his or her behaviour is a breach of school rules and is unacceptable
- use of the 'Bullying Incident Data Sheet' to structure a response to the incident
- loss of lunchtime or break privileges
- after school detention
- community service in school
- placed on a report card at the appropriate level
- a period in the St John Vianney Centre
- removal from extra-curricular activity including out of school visits and representing the school in sports teams
- removal from reward programmes

- parents/carers informed / involved
- restorative justice via adult mediation between the perpetrator and the victim in a safe environment for the victim and when the victim is happy for this process to take place. This could involve the School's Police Liaison Officer.
- counselling [peer, teacher, support staff or outside agency].
- placed on SEN register for behaviour, use of Plan,Do,Review and if relevant production of EHIC
- referral to Education Walsall Behaviour Support Service via the school Inclusion Panel
- fixed term exclusion
- permanent exclusion [in cases of extreme violence, use of weapon and persistent acts of bullying].

Parental Involvement

St Thomas More School is committed to working in partnership with parents / carers and believes that the best outcomes are achieved when we work together to overcome bullying incidents. If a student is involved in a single serious incident or there is evidence that the same student is involved repeatedly in less serious incidents [either as a victim or perpetrator] the school will inform parents / carers and invite them to become involved in the management of the problem and prevention of further incidents.

National Contacts, websites and telephone numbers

Childline
Open 24 hours each day for children to report bullying and other issues that cause them distress.
Telephone: 0800 1111
Web: www.childline.org.uk

NSPCC
A registered charity dedicated to stopping cruelty to children.
Telephone: 0808 800 5000
Web: www.nspcc.org.uk

Kidscape
Provides advice and support for victims, schools and parents/carers.
A telephone bullying counsellor is available Monday – Friday 10.00am – 4.00pm.
Telephone: 020 7730 3300
Web: www.kidscape.org.uk

Anti-bullying Campaign
Advice for children and parents/carers available 9.30am – 5.00pm.
Telephone: 0207 378 1446

Bullying Online
A charity that provides advice for both children and parents/carers.
Web: www.bullying.co.uk

BBC Bullying Survival Guide
Provides information and guidelines for dealing with all aspects of bullying. Also provides a help and resource list and accounts from celebrities who have experienced bullying.
Web: www.bbc.co.uk/education/bully/index.htm

Bullyweb
A research site that gives links to other sites on bullying.
Web: www.uclan.ac.uk/facs/science/psychol/bully.htm

Parentline Plus
National helpline for parents/carers available Monday – Friday 9.00am – 9.00pm,
Saturday 9.30am – 5.00pm, Sunday 10.00am – 3.00pm.
Telephone: 0808 800 2222

Peer Support Networker
Newsletter linked to Peer Support Forum.
Web: www.peersupport.co.uk

<u>The Anti-Bullying Policy and SMSC</u>

Spiritual Development:

Being bullied is detrimental to a pupil's enjoyment of school and can also directly hinder a student's understanding of their sense of worth and value within the school family. The bully can also exhibit behaviours that indicate a lack of engagement with the unique ethos and way of life and work for both staff and students which is underpinned by the Christian values to which we aspire. A strong anti-bullying policy is therefore vital to ensuring that the bully and the bullied fulfil their full potential and are happy to attend school and play a full and productive part of daily school life.

Social Development:

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. The whole philosophy behind the Anti-bullying Policy is to create an environment in which pupils feel safe. Physically safe in all areas of the school and also safe in the knowledge that they can freely report issues of bullying knowing that they will be treated seriously. They must also know that they will be supported after a reported incident of bullying has been dealt with; enabling them to safely proceed with their learning.

Cultural Development:

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. The rejection of bullying and the preparedness to face and deal with it are transferable attitudes which will serve pupils well once they leave school and enter the work place. The understanding of how to give and receive support is also helpful in enabling pupils to fulfil their potential beyond school.

Moral Development:

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. By encouraging pupils to support each other through reporting bullying or taking part in mentoring schemes pupils are encouraged to consider their own responsibilities to other people.

St. Thomas More Catholic School
Business & Enterprise College

<u>**Bullying incident report**</u>

Name: _____   Form: _____   Date: _____

Where did the incident take place?
_____
_____
_____

What happened?
_____
_____
_____
_____
_____
_____
_____

Why do you think it happened?
_____
_____
_____
_____

Who is responsible?
_____
_____

In your opinion, what should happen next?
_____
_____
_____

Who would you like to be involved in sorting out this incident?
_____
_____

Who can give you support at this time?
_____
_____

Who witnessed the incident?
_____
_____
_____

Signed<u>:</u>

RECORD OF BULLYING/RACIST INCIDENT [to be completed by staff]

Name of victim: Year & form:	Name of alleged perpetrator(s): Year & form:

Type of bullying: please tick all boxes that apply.
Please see overleaf for types of behaviour that fall into these types of bullying.
Physical □ Sexist □ Homophobic □ Verbal □ Cyber □ Disability/S.E.N. □ Age related □ Gang related □ Other □
Racist: A □ B □ C □ D □ E □ F □ G □ H □ I □ J □ K □ L □ M □

Details of incident including date and location:

Incident resolved: ☐ Yes   ☐ No   Referred to:

Signed: **Date:**
(Member of staff who dealt initially with incident.)

In the event of the incident being referred on, any further information that has come to light is to be recorded below.

Signed: **Date:**
(Member of staff who the incident was referred to.)

Please record below the staff code of anyone else involved in the investigation of this incident.

Action taken to support the victim: please tick all boxes that apply.

Restorative justice	☐	Counselling	☐	Parent informed	☐
On-going support		Medical treatment		Referral to other agencies	
Peer mentoring		Change of teaching/tutor group		Other (Please specify below)	

Action taken to support perpetrator: please tick all boxes that apply.

Restorative justice	☐	On report	☐	Detention(s)	☐
Counselling		Parent informed		Referral to other agencies	
Verbal Warning		Isolated with member of staff		Isolated in Inclusion Centre	
Fixed term exclusion		Change of teaching/tutor group		Follow up work (e.g. in class, assembly)	
Police informed		Brought before Governor(s)		Permanent exclusion	
Other (Please specify below)					

Date: July 2015   **Reviewed:** September 2016   **Review Date:** September 2017