

SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

ANTI-BULLYING POLICY

APPROVED BY  
THE LOCAL GOVERNING BODY  
JANUARY 2023 – JANUARY 2024

REVIEW DATE – JANUARY 2024



## Statement of Intent

Sacred Heart Catholic Voluntary Academy is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere, which is firmly rooted in Gospel values. *Bullying is 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.* (Definition from Anti-Bullying Alliance) Bullying is unacceptable and will not be tolerated at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This policy was developed from consultation with staff and governors and is written in line with the DfE guidance 'Preventing and Tackling Bullying: Advice for School Leaders, staff and Governing Bodies' July 2011 (Revised July 2017) and with advice and support from the Leicestershire Anti-Bullying Team.

This policy is supported by the following school policies: Behaviour, Safeguarding, Whistleblowing, Single Equalities and Acceptable use of ICT.

## Objectives of this Policy

The objectives of this policy are:

- To set out what bullying is and how we respond to bullying;
- To explain how we create a positive and anti-bullying culture and ethos;
- To reduce the instances of bullying throughout the school;
- To promote the acceptance, tolerance and respect of individual differences;
- To ensure that instances of bullying are reported so they can be investigated and recorded in line with this policy;
- To take steps to prevent (as far as possible) and deal effectively with any behaviour deemed as bullying.

## What Is Bullying?

Bullying can be largely defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. This is also known as **Several Times On Purpose – STOP**. Friends can, periodically, fall out and as such can be mean to one another. This should not happen, but it is not bullying.

We recognise the following kinds of bullying behaviours:

- Physical – pushing, hitting, kicking, punching or any other forms of violence; taking, hiding or damaging someone else's belongings
- Verbal – name-calling, threats, insulting, abusive remarks, nasty teasing
- Psychological / Emotional – spreading rumours, exclusion from games tormenting, humiliating, excluding from social groups, gesturing, body language
- Cyber – use of electrical devices, including mobile phones, and social net-working sites on the internet to deliberately upset someone

For this reason, our school's policy is that pupils should not have mobile phones in school. If, for any reason, a parent specifically requests that a child should be allowed a mobile phone, an assurance must be made that the phone will not be used during the school day. Parents are informed about this policy at the beginning of a new school year.

As detailed in the Equality Act 2010, we recognise the protected characteristics & will not tolerate the targeting of individuals or groups because of:

- age
- disability or SEN
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race, religion or belief/culture
- sex, and sexual orientation
- appearance or health conditions
- home circumstances

We also acknowledge that staff can be bullied. We will not accept the bullying of a member of staff by any child, parent or other member of staff. If incidents do occur, they should be reported to the headteacher. In the case of an allegation against the headteacher it should be reported to the Chair of Governors (see Whistleblowing Policy).

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults working with children should be aware of these possible signs and that they should investigate if a child is exhibiting them. See Appendix.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect and dignity. Pupils who are bullying need to learn different ways of behaving.

Sacred Heart Catholic Voluntary Academy is committed to responding promptly and effectively to any issues of bullying. Pupils are strongly encouraged to report bullying in school.

### **Responsibilities**

The Governing Body of the school is responsible for determining the content of the policy and the Headteacher for implementation. The lead staff in Sacred Heart Catholic Voluntary Academy are the Senior Leadership Team and our ELSA (Lisa Atkins, Rebecca Dowsett, Sarah Boyd, Lisa Genco-Billington).

### **Reporting and Responding to bullying (Role of the Pupils)**

This is what we tell children to do if they are being bullied.  
We are a 'TELLING' school, so...

## **Tell someone about it!**

'Several Times On Purpose' – S.T.O.P

'Speak To Other People' – S.T.O.P

All adults at school take reports of bullying seriously and will act upon it.  
You can also tell a trusted friend who will inform a school adult.

We expect bystanders (children, school staff and parents/ carers) to tell an adult in school.

These messages are regularly reinforced during initiatives supported by the school including Anti-Bullying week and the SOPHIE project.

## **What should parents/ carers do if they feel their child is being bullied? (Role of the Parents)**

Contact the school.

The first point of contact is the child's class teacher. It is important that parents feel confident to talk to staff about their concerns.

*The class teacher will:*

1. Clearly explain school policy and reassure the parent that the allegation will be followed up promptly
2. Agree a timescale to speak to the parent after investigations have been made
3. Inform the Headteacher or Assistant Headteachers of the incident and outcomes
4. Feedback to the parent and reassure that appropriate measures are being taken to ensure the well-being of their child in school

## **School staff will respond to reported incidents by:**

1. Class teacher/Head/ Assistant Headteachers will meet with the target and encourage them to talk about the incidents, issues and feelings
2. Arrange an appropriate programme of support to monitor and restore a child's well-being
3. Inform the target's parents
4. Collect information from other children if appropriate
5. Class teacher/Head/ Assistant Headteachers meet with the child alleged to have been involved in bullying behaviour and listen to their perception of the incidents and any motivation for the behaviour
6. If bullying has taken place, encourage the instigator to reflect on the unacceptable behaviour and understand that it must stop.
7. The Head/ Assistant Headteachers will decide at what point it is appropriate to make contact with the instigator's parents depending on the nature of the incident

The following graduated sanctions may be used as part of the school behaviour procedures in line with the behaviour policy– these will be in relation to the severity of any incident:

- Apologise to the victim verbally or in writing
- Lose playtimes (outside Headteacher's office)
- Parents invited into school to discuss incident and consequences
- Daily or weekly behaviour monitoring report
- Temporary or permanent removal to another class
- Withdrawal from participation in school visits or club activities that are not part of the statutory curriculum
- Fixed term exclusion

- Permanent exclusion if bullying persists
- Police notified if a criminal offence committed

### **What will happen next?**

The Headteacher, Assistant Headteachers, ELSA or Class teacher will follow-up with the child(ren) concerned over the course of the first few weeks after a bullying incident, and will monitor after that.

### **How will we support the targeted child?**

We will reassure the target of the bullying, and help them discuss how it made them feel and what they need to help support them, such as:

- Peer support/buddy
- Support from a trusted school adult, such as when they feel anxious or under pressure
- A phased return to school
- Things to do at break and lunchtime so they are not alone (including use of the friendship stop)
- Helping to work towards reconciliation between the targeted child and the instigator (or child with bullying behaviour)

### **How will we work with the instigator to change their behaviour?**

We will support them by:

- Making sure they understand how to follow the school rules and the consequences if they break them
- Helping them learn empathy – learn the effects their behaviour choices have on others
- Supporting the instigator to be reconciled with the targeted child

### **Bullying Outside School Premises**

Where bullying outside school is reported to school staff, it will be investigated and acted on. Bullying will not be tolerated and the Headteacher has a statutory power to discipline pupils for poor behaviour outside of the school premises.

### **Recording of incidents**

Incidents and allegations of bullying will be recorded on the CPOMS system – flagged as bullying. All academic members of staff can add an incident and incidents can be shared with staff.

Reports will be run periodically on CPOMS regarding bullying in an effort to spot patterns of behaviour which can then be addressed.

### **Strategies we use to prevent bullying**

- We are proactive – as a Catholic School we promote tolerance, equality, respect and reconciliation and use restorative justice.
- We keep anti-bullying high profile through PSHE lessons, RE lessons and other relevant subject areas and assemblies. (See SMSC grid)
- School rules and character muscles are prominently displayed around the school
- We use praise and rewards to reinforce positive behaviour through the use of ClassDojo.
- We have an anti-bullying week every year to promote the school's Anti-bullying Policy

- We regularly conduct a Pupil Attitude Survey which includes questions about bullying which is analysed and shared with all stakeholders.
- Difference and diversity is promoted and celebrated whenever possible as part of the taught curriculum
- Anti-bullying is a regular agenda item for School Parliament meetings and the Senior Leadership Team meetings.
- The whole school community is encouraged to model appropriate behaviour towards one another.
- Annual whole school safeguarding training which includes anti-bullying.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **If you think your concerns are not being addressed**

See school's complaints procedure.

### **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Family Lives 0808 800 2222

Youth Access 020 8772 9900

Bullying Online

[www.bullying.co.uk](http://www.bullying.co.uk)

There are also a number of very useful and informative websites which deal with the issue of bullying. The Local Authorities website is particularly good.

[www.beyondbullying.com](http://www.beyondbullying.com)

In terms of E-Safety please visit the CEOP (Child Exploitation and Online Protection command) page

[www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

Signed by



Head Teacher

B. Monaghan

Chair of Governors

Review Date January 2024

Appendix:

### **Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to come to school
- Begins to truant
- Feels ill in the morning or before a particular lesson, or claims to feel ill
- Becomes withdrawn, anxious or lacking in confidence
- Stops eating
- Suddenly starts getting low marks
- Becomes very emotional and tearful
- Becomes aggressive, disruptive or unreasonable
- Has unexplained cuts and bruises
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received