ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

ANTI-BULLYING POLICY

Summer 2023

Next Review: Summer 2025

Quality of Education Committee

Contents

Mission Statement

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping students with the ability to meet the challenges of the 21st Century confidently, and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

'Act justly, love tenderly, walk humbly with your God.'

All forms of bullying are not tolerated at St. Anne's Catholic High School for Girls and any incidents will be thoroughly investigated and dealt with accordingly.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, disability, gender, gender identity, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.

(DfE Advice July 2017)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

1.   All evident bullying will be initially dealt with by the adult when witnessed.

2.   The matter will be reported the same day to the relevant member of the Pastoral team depending on the year group.

3.   If it is a first offence and relatively minor the student will bell reprimand the student.

4.   If the offence is repeated or it is a more serious first offence the teacher will report the matter to the relevant Pastoral team in writing. The relevant member of the Pastoral team will issue a verbal reprimand and the recorded incident will be placed in the Students file.

5.   If other incidents occur, parents/carers will be informed by telephone and confirmed in writing regarding what has happened and advised that a subsequent incident will result in further sanctions; which could be a Senior Management Detention or suspension.

6.   Following suspension, the offender may only return to classes after a re-entry meeting involving the parent/carer and clear assurances are given that there will be no further bullying. An apology will also be made by the offender(s) to the student(s) offended as part of the resolution process.

7.   All Student Planners contain student-friendly advice regarding bullying and 'what to do'.

Our **Pastoral Teams**, **Safer Schools Police Officer** and related external agencies work with students who have been bullied and students who have bullied in a variety of ways and where appropriate also offer support to parent/carers.

Anyone can practice bullying behaviours/be a bully.

Anyone can practice bullying behaviours/be a bully. Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being. A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time. 3 Instances of bullying tend to have the following common characteristics:

Examples of bullying include:

Early signs that a child is being bullied could be: becoming withdrawn, tearful, anxious, angry; disruptive behaviour; making up illnesses as a means to go home or go to the medical room; poor attendance; wanting to be around adults during break/lunchtime. For an adult working in the school environment many of the above signs apply. Physical symptoms for children and adults can include: headaches; stomach ache; vomiting; panic attacks; depression. A child or adult can in extreme cases become suicidal and decide to take their own life.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All staff at St. Anne's have a responsibility to report any concerns or incidents of bullying amongst students to the Pastoral team who will then liaise with the appropriate staff members. If a staff member is feeling that a student is being bullied by a student(s) it is important for them to report this and discuss ways forward and action to be taken to support them. In the first instance the appropriate person to speak to would be:

- **The Pastoral Team – Learning Support Coordinators.**
- **Mr Delaney DelaneyD@st-annes.enfield.sch.uk is the Senior Leader responsible for behaviour**
- **Line manager for other colleagues**

All concerns and reports of Bullying will be investigated and appropriate follow-up taken. It is recognised that many bullies are also victims who may themselves need support. The Pastoral team need to log all incidents and the action and outcomes regarding bullying in the section of the Whole School Inclusion log and not only in the students file.

The playground is the most typical place that bullying takes place; but corridors, toilets and classrooms are also common sites. Student behaviour off the school site is considered to be within the scope of the school's bullying policy in circumstances such as:

1. Bullying behaviour in school uniform

2. Bullying behaviour which has its roots in school

3. Bullying behaviour which is affecting other student's performance or attendance in school

4. Bullying behaviour towards adults who work in school.

Prevention and Education

We aim to prevent bullying through implementing this policy and where cyberbullying is suspected the Online Safety policy.

In addition, proactive strategies can involve:

- ELSA-Emotional Literacy Support in which lessons take place supporting students in understanding what bullying is and how to combat it, encouraging students to problem solve. Through ELSA, children are encouraged to talk about their feelings and things that are worrying them.

- Any child considered to be at risk is counselled individually and the class teacher and child work towards a resolution.

- Bullying is talked about openly.

- Regular assemblies to promote anti-bullying.

- Planned activities and events for national Anti-Bullying week each November.

- Student Leaders used as a voice of the child

- Posters around the school remind students of our DSL and Key Stage Pastoral team.

Students are encouraged to tell a teacher if they or someone they know is being bullied and the use of the 'suggestion boxes', SHARP (school help and reporting page) and school website is reinforced. (The suggestion boxes are for students on each site to be able to write notes of concern or make suggestions in an anonymous way and are regularly checked).

Vulnerable Students'

We recognise that:

Victims are more likely to have the following vulnerability characteristics:

• Lack of assertiveness, anxious or fearful and unlikely to fight back.
• Solitary children with few friends.
• Children with Special Educational Needs or Disabilities.
• Appearance
• Ability
• Health issues, including mental health
• Home circumstances
• Social class
• Ethnicity
• Gypsy/Roma and Traveller Children
• Children in Care
• Lesbian/Gay/Bisexual or Transgender children
• Young Carers

To provide comprehensive support to every student in the school, we prioritise individualised attention. We employ various methods to document evidence accordingly, including consistent monitoring of attendance and absence rates, conducting Team around the Family (TAF) meetings involving practitioners, and organising Multi Agency Plan (MAP) meetings. These approaches guarantee that students and their families receive customized assistance tailored to their specific requirements, particularly during the Early Years phase of their education. Furthermore, we value student input and consider targeted support initiatives such as extracurricular programs and personalizsed support plans.

Advice for Staff

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible. The following physical and behavioural signs have been identified as possible indicators that bullying has/ or is taking place:

• Significant changes in normal behaviour or attitude
• Appearing upset
• Being withdrawn/ low mood
• Appearing frightened or subdued, possibly in the presence of particular people
• Flinching at actual or anticipated physical contact
• Asking not to be hurt
• Refusal to eat
• Refusal to participate
• Unwillingness to travel on public transport
• Not wanting to go to a certain venue

- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".

We also recognise the role of students and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a safe, caring environment in line with one of our school rules 'Concerned for Society'.
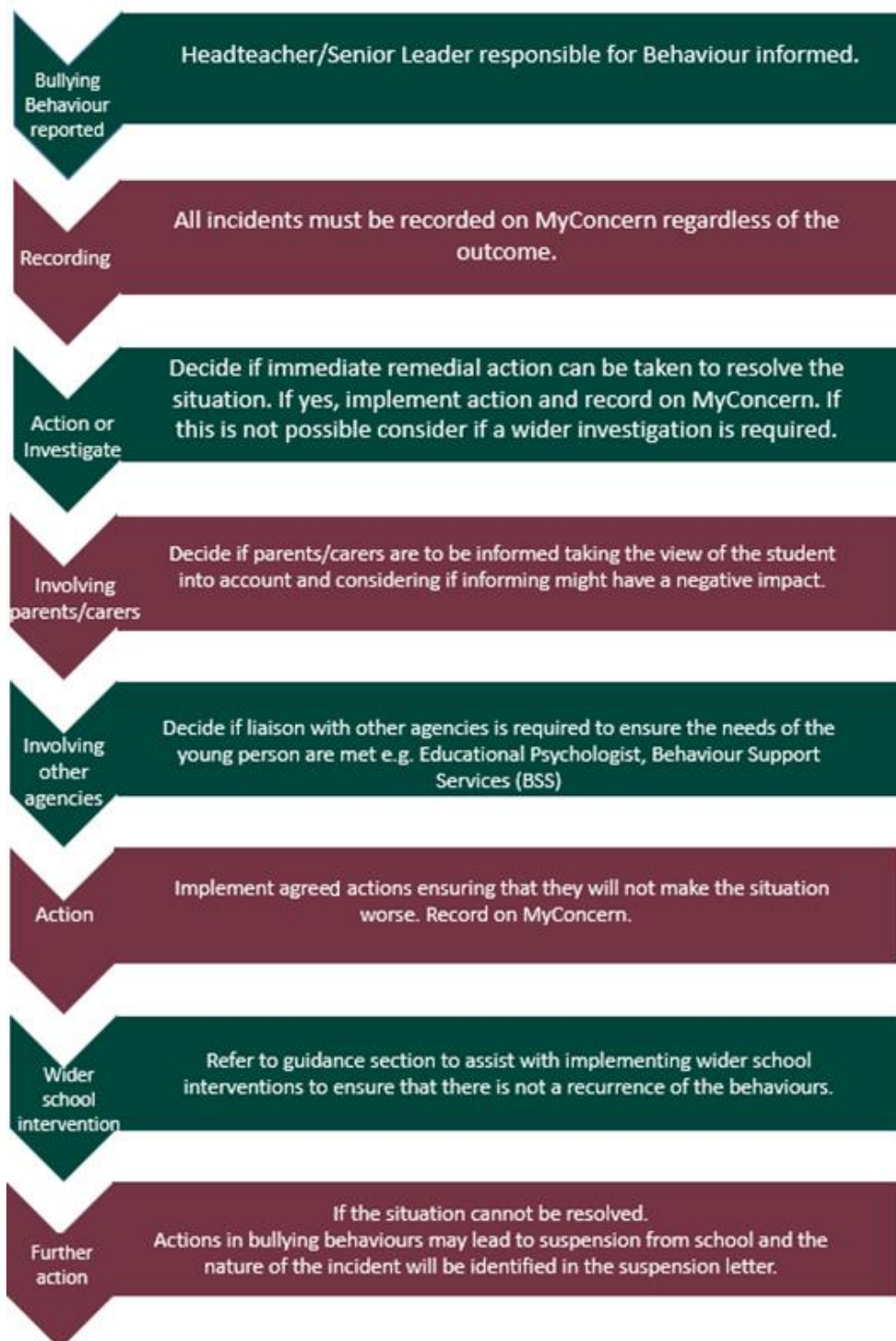
Advice for Students

St. Anne's encourages students to report any incidents of bullying to any member of staff in the setting. We strive to create an environment where all students can discuss any concerns with staff and feel listened to and supported. Staff will deal with the incident as promptly and sensitively as possible.

Procedure for Dealing with Bullying

On all occasions of bullying we will aim to ensure that reconciliation between the students affected should be the objective. Students should always be encouraged to report any issues of bullying that they are aware of as part of their responsibility to each other.

In the case of bullying from students towards an adult(s) the objective will be to stop the student behaviour and to support the adult and student in building a positive relationship. This will also involve the application of student sanctions as appropriate and in line with our Positive Behaviour for Learning Policy, the offer of mentoring/coaching for the adult to support them in their role.

Bullying Behaviour reported	Headteacher/Senior Leader responsible for Behaviour informed.
Recording	All incidents must be recorded on MyConcern regardless of the outcome.
Action or Investigate	Decide if immediate remedial action can be taken to resolve the situation. If yes, implement action and record on MyConcern. If this is not possible consider if a wider investigation is required.
Involving parents/carers	Decide if parents/carers are to be informed taking the view of the student into account and considering if informing might have a negative impact.
Involving other agencies	Decide if liaison with other agencies is required to ensure the needs of the young person are met e.g. Educational Psychologist, Behaviour Support Services (BSS)
Action	Implement agreed actions ensuring that they will not make the situation worse. Record on MyConcern.
Wider school intervention	Refer to guidance section to assist with implementing wider school interventions to ensure that there is not a recurrence of the behaviours.
Further action	If the situation cannot be resolved. Actions in bullying behaviours may lead to suspension from school and the nature of the incident will be identified in the suspension letter.

My Concern

My Concern provides all teachers and teaching support staff with a user-friendly platform to effectively manage and document safeguarding and wellbeing concerns. This valuable tool enables early intervention and ensures the protection of individuals at risk through its secure and intuitive interface.

Good Practice

We want the victim to feel supported and empowered to deal with the situation; knowing that issues will be dealt with sensitively and effectively. In the case of an adult being bullied by a student this would also be an appropriate action with the consent of the adult who is the victim. The School will decide if Parents/Carers are to be informed taking the view of the student into account and considering if informing might have a negative impact.

Students may come to you with information regarding themselves or others, which they ask you not to tell another member of staff about. **<u>Do not guarantee any student absolute confidentiality</u>** in this respect as the information may need to be shared immediately or at a later stage with other staff members and students need to be clear that this is the case. (See **Child Protection & Safeguarding Policy.)**

If you are concerned that bullying is taking place outside of school by a parent/carer or other adult you should complete an initial Child Protection concern form (refer to: **Child Protection & Safeguarding Policy**) following discussion with the Pastoral team member of that year group.

Bullies often need support to address their behaviour and intervention should be focused on this alongside any sanctions that take place.

GUIDANCE: CYBERBULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Q:\General Information\Policies\POLICIES - STATUTORY\Online Safety Policy

Procedure relating to child safeguarding

The Schools' Designed Safeguarding Lead (DSL) is Kaylea Vevers, Assistant Headteacher.

VeversK@st-annes.enfield.sch.uk

Further Sources of Information

Department for Education resources:

DfE Behaviour and Discipline in Schools Guidance:

'Preventing and tackling Bullying - Advice for head teachers, staff and governing bodies' (July 2017) Pub Department for Education UK:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Cyberbullying: Advice for head teachers, and school staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf T

Specialist organisations:

https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/

http://www.anti-bullyingalliance.org.uk/

https://www.kidscape.org.uk/

http://www.bullying.co.uk/cyberbullying/

LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Suspensions Policy
- Online Safety Policy
- Child Protection & Safeguarding Policy
- SEND Policy and Information Report
- Attendance and Punctuality Policy
- Positive Behaviour for Learning Policy
- Drug Education and Incident Policy

MODIFICATION HISTORY

Version	Date	Description	Revision Author
0.1	July 2021	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney
0.2	July 2023	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney