HAGLEY CATHOLIC HIGH SCHOOL

Anti-bullying Policy

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Anti-bullying Policy

Our faith reminds us that we are all created unique and equal in the eyes of God therefore we all have an inherent dignity that we are called to respect and appreciate in each and every one of us because we are all made in the image and likeness of God.

Hagley Catholic High School's anti-bullying policy is based on these key principles but also on our belief in the power of the gospel values, the Golden Rule "do to others what you would have them do to you" (Matthew 7:12) and the virtues of being loving and compassionate.

Scripture teaches us constantly of the love Christ modelled for us all and is echoed in the scripture below:

"Anyone who claims to be in the light but hates a brother or sister is still in the darkness" (John 2:9)

"Do not speak evil against one another." (James 4:11-12)

"If possible, so far as it depends on you, live peaceably with all." (Romans 12:18)

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Bullying Defined at HCHS

Bullying is behaviour conducted by either one individual, or a group of individuals, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is believed that bullying involves a power imbalance between the perpetrator and the victim – this power imbalance can manifest itself in a number of ways, e.g. physically, psychologically, intellectually or socially.

Bullying is often motivated by prejudice towards particular groups on grounds that include, but are not limited to, race, religion, gender and sexual orientation. It might be motivated by actual differences between students, or perceived differences.

A child may also be bullied as a result of vulnerable characteristics, such as because he/she is adopted or has caring responsibilities. We also recognise the huge impact that cyber bullying has on the lives of our young people, as the bullying behaviours are now even more pervasive.

There is a difference between relationship breakdowns and bullying; children should expect to fall out with their friends as this is a normal part of maturation however, we acknowledge that where there is a perception of damage then we will take all allegations of bullying seriously and investigate as necessary.

To enable students to navigate this differentiation, we promote the S.T.O.P approach. If the behaviour has occurred Several Times On Purpose, we would investigate this as an incident of bullying.

As a school, we will regularly carry out bullying awareness activities through assemblies and can also deliver bespoke anti-bullying work with individuals and small groups.

Where long-lasting effects of bullying occur that cause an individual to have a significantly greater difficulty in learning than others of the same age, schools will consider whether a SEN assessment would be beneficial.

Before a vulnerable student joins the school, where necessary, the student's form teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the student a buddy to help integrate them into the school.

Legislative Links and Statutory Implications

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

This policy and protocol also relates to the:

- Children Act 1989 – legislates for bullying incidents to be treated as a child protection concern where there is reasonable cause.
- Education and Inspections Act 2006 – requires schools to have measures to promote good behaviour and prevent bullying amongst students. This act also gives schools the power to discipline students as a result of their conduct off the school premises.
- The Education (Independent School Standards) Regulations 2014 – requires schools to have an anti-bullying strategy in place.
- Public Order Act 1986

The Warm-Strict Approach at Hagley - How We Deal with Bullying

Prevention

- Every staff member has a responsibility to identify, prevent, intervene and contribute to the repair of all bullying and consequences of bullying. They should be aware of all protocols surrounding this, which contribute to the ethos of school life.
- All staff promote respect, inclusion and healthy relationships through the delivery of our Character and Culture programme and targeted assemblies.
- Staff should be aware of the impact of bullying upon different groups of students and treat them accordingly, through vigilance and be prepared to adapt their approach to these students to enable them to access the support they need. Staff will receive regular CPD, updating them on types of bullying, in house statistics and the procedure for identifying and managing bullying behaviours.
- Staff will ensure that prevention is a prominent aspect of its anti-bullying vision and unpleasantness between students is always challenged and never ignored.
- It is essential that staff understand there should be no bias when dealing with victims and perpetrators and that being a perpetrator of bullying could be a behavioural trigger that demonstrates more complex issues that implicate safeguarding/SEN.
- Staff will be made aware of potential victims and current victims of bullying to enable this information to support lesson planning and seating plans.
- Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

- We will 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.
- Through regular training, staff will be alert to the following signs that may indicate a student is a victim of bullying:
    - Asking to be driven to school/appearing apprehensive about travelling to and from school.
    - Unwillingness to attend school/truancy.
    - Becoming anxious or lacking confidence.
    - Saying that they feel ill in the morning.
    - Decreased involvement in schoolwork.
    - Returning home with torn clothes or damaged possessions.
    - Missing possessions.
    - Missing dinner money.
    - Asking for extra money or stealing.
    - Cuts or bruises.
    - Lack of appetite.
    - Unwillingness to use the internet or mobile devices.
    - Becoming agitated when receiving calls or text messages.
    - Lack of eye contact.
    - Becoming short tempered.
    - Change in behaviour and attitude at home.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the student becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

Where bullying occurs towards staff, the school community should understand that bullying, whether by students, parents or colleagues, is unacceptable and will not be tolerated. This should be reported to the Principal who will initiate an investigation. Please see the Whistleblowing Policy for further information.

The Process

We aim to make it easy for students to report incidents, whether they occur inside or outside of school. By creating an inclusive atmosphere, supported by our Catholic ethos, students should feel unafraid and confident to discuss bullying without fear of further recriminations. We offer a specific email address – saferefuge@hagleyrc.worcs.sch.uk – where incidents can be reported at any time. The relationships between adults and students at the school should be such that students can report any incidents to whomever they feel comfortable talking to.

- Incidents can be observed or reported. Staff will remain impartial and record all information using the words of the child.
- If observed, an immediate sanction may occur.
- Incidents will be recorded through Class Charts as a P4 and the relevant pastoral staff will be informed.

- Staff will carry out interviews with the victim and alleged perpetrator in order to make an informed decision about further actions. SLT and the DSL team will also support where necessary.
- We will seek help from external resources or organisations to assist with dealing with specific problems.

Victims

Once the bullying behaviour has been established (using our S.T.O.P philosophy) The bullying behaviour or threats of bullying must be investigated immediately, and every effort and resource exhausted to prevent the bullying recurring. Most importantly, victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.

- The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to the school counsellor may be considered appropriate.
- We will ensure we make appropriate provision for a student's short-term needs, and clearly set out the actions we will take when bullying has had a serious impact on a student's ability to learn.
- Where the effects of bullying are so severe that it is not possible to reintegrate a student back into school, we will make other arrangements to ensure their learning remains uninterrupted. This may involve transferring the student to another school, or other alternative provision.
- A safe place, supervised by a member of the teaching staff, is available for students to go to during free time if they feel threatened or wish to be alone (The Hub).
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered, this includes contacting the parents where doing so will not cause further harm. The police will also be contacted.
- Staff members (usually the form tutor) will be assigned to monitor both victims and perpetrators of bullying for an agreed amount of time to ensure appropriate support is provided, for as long as is needed.

Perpetrator

Importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.

- Learners are helped to reflect upon their actions and to empathise with how the bullied child may feel and restorative work will take place.
- Learners who have bullied are supported to modify their behaviour – this may be through individual or group interventions, including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as detention after school and at break/lunch times, report cards, change in timetable, internal seclusions, or loss of other 'privileges' in school. Disciplinary measures will be applied fairly, consistently and reasonably, taking into account any SEND that students may have, as well as any vulnerabilities.
- Fixed term exclusion for one or more days may be considered if appropriate.

- A change of class and/or tutor group, and bespoke provision may be considered in exceptional situations.
- Alternative Provision and/or a Managed Move to another school will also be considered.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The school works closely with local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside school as appropriate.
- Sanctions that may be applied to a perpetrator of bullying are outlined in the Behaviour Policy.

Parents

Parents/carers of both victim and perpetrator will be kept informed throughout the process. Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible. Parent views will be taken into account but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation

In the first instance, restoration is key. Victims will get the opportunity to face the perpetrators and explain how they have made them feel. The perpetrators will also get the opportunity to explain their actions. Where possible, there will be an agreement about the next steps in repairing the damage caused.

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.
- All students who are found to be perpetrators of bullying will have to undergo a programme of restoration that involves further education around bullying behaviours and the subsequent consequences.

Bullying Outside of School

- The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- The headteacher will also consider whether it is appropriate to notify the police or Antisocial Behaviour Co-ordinator in the local authority of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- The school has a website dedicated to the reporting of any bullying and safeguarding related incidents: saferefuge@hagleyrc.worcs.sch.uk. This is sent directly to our Safeguarding team.

Mental Health

The school recognises that bullying (in all its forms) may have a detrimental effect on the mental health of victims and will take this into consideration when offering support. The school also recognises that being a perpetrator of bullying may be an indication of poor mental health and will take this into consideration when offering support.

Cyber Bullying

Increasing access to technology has provided a new medium for 'virtual bullying' which can occur in or outside school. Cyber bullying has the potential for a wider audience so more people can view the activity, which may be conducted via text message, gaming or social media.

- Individual cases of cyber bullying will be advised upon in accordance with our IT support team, owing to the myriad of platforms that can host bullying behaviour. Ultimately, if the perpetrators are Hagley students, then the same process of restorative justice applies. Parents will be informed and called in for a meeting in order to facilitate this.
- Where our students are victims of anonymous cyber bullying, we will advise parents to block all accounts and inform the police.
- We will 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.
- If authorisation has been given by the Principal and there is reason to believe a student is being cyber bullied, schools are able to seize an electronic device to examine data or files and delete these.
- Where the bullying involves inappropriate images, adults are required not to look at them but to seize the device, turn it off/switch to aeroplane mode and pass the device to the DSL/Principal.
- We will inform the police if a criminal offence has been committed.
- The school will provide information to staff and students regarding steps they can take to protect themselves online. This may include: Advising those targeted not to retaliate or reply, provide advice on blocking or removing people from contact lists and help those involved to think carefully about what private information they may have in the public domain.

Accountability

- Bullying incidents will be periodically reported to governors.
- Any trends in bullying incidents will be periodically identified by the Assistant Principal for Inclusion and discussed at PLT, where strategies will be explored and agreed upon.
- We will regularly evaluate and update our anti- bullying approach, accounting for developments in technology.

Success Indicators

- Willingness to report incidents of bullying.
- Reduced bullying incidents.
- Reduced fixed term and permanent exclusions for bullying.
- Students perceptions that the school is prepared to take action.
- Bystander action/increased sense of collective responsibility.
- Student perceptions that the school is safe.

Useful Links and Supporting Organisations

- ★ Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- ★ Childline: www.childline.org.uk
- ★ Family Lives: www.familylives.org.uk
- ★ Kidscape: www.kidscape.org.uk
- ★ MindEd: www.minded.org.uk
- ★ NSPCC: www.nspcc.org.uk
- ★ The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- ★ PSHE Association: www.pshe-association.org.uk
- ★ Restorative Justice Council: www.restorativejustice.org.uk
- ★ The Diana Award: www.diana-award.org.uk
- ★ Victim Support: www.victimsupport.org.uk
- ★ Young Minds: www.youngminds.org.uk
- ★ Young Carers: www.youngcarers.net
- ★ The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- ★ Changing Faces: www.changingfaces.org.uk
- ★ Mencap: www.mencap.org.uk
- ★ Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- ★ DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyber Bullying

- ★ Childnet International: www.childnet.com
- ★ Digizen: www.digizen.org
- ★ Internet Watch Foundation: www.iwf.org.uk
- ★ Think U Know: www.thinkuknow.co.uk
- ★ UK Safer Internet Centre: www.saferinternet.org.uk
- ★ The UK Council for Child Internet Safety (UKCCIS): www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, Religion and Nationality

- ★ Anne Frank Trust: www.annefrank.org.uk
- ★ Kick it Out: www.kickitout.org
- ★ Report it: www.report-it.org.uk
- ★ Stop Hate: www.stophateuk.org
- ★ Tell Mama: www.tellmamauk.org
- ★ Educate against Hate: www.educateagainsthate.com
- ★ Show Racism the Red Card: www.srtrc.org/educational LGBT
- ★ Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- ★ Metro Charity: www.metrocentreonline.org
- ★ EACH: www.eachaction.org.uk
- ★ Proud Trust: www.theproudtrust.org
- ★ Schools Out: www.schools-out.org.uk

Sexual Harassment and Sexual Bullying

- ★ Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- ★ A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionSchools-Guide.pdf
- ★ Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- ★ Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying 10
- ★ Practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/toolsinformation/all-aboutbullying/sexual-and-gender-related Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying