



St Augustine's Catholic Voluntary Academy

Anti Bullying Policy

We grow and learn as a family in the footsteps of Jesus



Date Adopted: Advent 2022
Date of Review: Advent 2024



Purpose of policy

- To clearly set out how we raise the issue of bullying with our pupils through the curriculum
- To ensure all stakeholders are clear on the definition of bullying.
- To state how incidents are dealt with
- To clarify the roles and expectations of pupils, parents, governors, teachers and non-teaching staff
- To maintain the ethos of respect and underpinning of the rights of every child.

St. Augustine's School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents. The Anti-Bullying Policy and our practice form an intrinsic part of this provision.

Aims

To develop a Shared Belief

To create school ethos which encourages children to recognise, disclose and discuss incidences of bullying behaviour.

To develop Understanding

To raise awareness of bullying as a form of totally unacceptable behaviour with school management, governors, teachers, pupils, parents/guardians and lunchtime supervisors.

To ensure Identification

To have clear procedures for recording and reporting incidents of bullying behaviour.

To ensure appropriate Management

To have clear procedures for investigating and dealing with bullying behaviour.

To ensure adequate Support

To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour through use of personal support plans and involvement in mentoring programmes.

Definition of Bullying

The following 3 dimensions collectively help us to define bullying behaviour*

1. Bullying is intentionally hurtful

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim

through face to face interaction and through means of technology based communication. It also includes actions that violate another person's freedom and rights.

2. Bullying is a repeated experience

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that project beyond that initial incident.

3. Bullying also involves an inequality of power.

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bully behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

*Please note: The school is required to provide statistics of bullying incidents on an annual basis using the DfE definition (2013) which states: "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. "

Cyber-Bullying

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying, shall immediately make a report to the Headteacher, SLT or Computing Subject Leader. The incidents are on Scholarpack as a documented record.

The Headteacher, SLT or Computing Subject Leader shall investigate all reports. In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school technologies away from school grounds, this may be reported to local law enforcement.

Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the Headteacher to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school, county or by law enforcement officials.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities such as E-Safety education during Computing lessons, PHSE and through other curriculum areas. Anti-bullying week and Internet Safety Day activities in addition to weekly Safeguarding updates in school newsletter and those shared on the school's website.

To develop a Shared Belief

We aim to produce a safe and secure environment where all can learn without anxiety.

This is developed by building a school ethos in which all members are treated equally and with respect. The School Mission Statement and behaviour policy underpins our approach to tackling any bullying issues.

Activities which help to build the school ethos include:

- Whole school and Key Stage assemblies and Worship underpinned by Gospel Values and Statements to Live by
- Class discussions and setting of school expectations
- Chaplaincy/School Council
- RE Curriculum
- Staff promotion of a climate of trust with praise and rewards used to build self-esteem
- Focused small group work
- PHSE and pastoral supported sessions
- School's annual involvement in Anti Bullying Week.
- School's Annual Involvement in Internet Safety Day
- Availability of a Parent Pocket Guide for Anti Bullying and E-Safety
- Services of Reconciliation as part of our Faith.
- The implementation of the Chaplaincy Team in school.
- A parental signed Home/School agreement.

To develop Understanding

We aim to make all those connected with the school aware of our opposition to bullying.

We also make it clear that every adult and child has responsibilities with regard to the elimination of bullying.

Activities which help to develop understanding and awareness include:

'Statements to live by'

Educational theatre by professional drama groups

Class 'Circle Time' activities, discussions

RE and RSE Curriculum activities

Use of computer software on bullying

Collective Worship

Books and films on bullying

Participation in National Anti-Bullying Week

PHSE and pastoral supported sessions

School's Annual Involvement in Internet Safety Day

Parent Pocket Guide for Anti Bullying and E-Safety

Safeguarding/E-Safety School Website Page

Gospel Virtues and Values

<i>Pupils show understanding by:</i>	<i>Parents show understanding by:</i>	<i>Staff show understanding by:</i>
<ul style="list-style-type: none"><i>Knowing what we mean by the term 'bullying'</i><i>Contributing to discussion and policy development</i>	<ul style="list-style-type: none"><i>Trusting that the school respond in line with the policy</i><i>Supporting homework activities especially for RE and in anti-bullying week</i><i>Talking through allegations with their child and liaising with the teachers</i>	<ul style="list-style-type: none"><i>Leading pupil discussions appropriately</i><i>Delivering suitable activities</i><i>Knowing and applying school policies</i>

To ensure Identification

We aim to have any incidents of bullying identified and reported through whole school, consistent procedures. These include:

- Staff training in strategies for dealing with bullying and protective behaviours for both face to face and technology based communications (E-Safety)
- children being encouraged to tell an adult if they feel they have experienced bullying
- class discussions of what is and what is not bullying

- staff monitoring of children's behaviour and peer relationships in class and in the playground through consistent recording of incidents
- Use of School Council representatives and mentors for peer support
- Behaviour charts in every class with behaviour and stage descriptors
- Staff annual safeguarding training

<i>Pupils able to identify as:</i>	<i>Parents able to identify by:</i>	<i>Staff able to identify by:</i>
<ul style="list-style-type: none"> • <i>Words and whispering that makes you feel left out</i> • <i>Hurting like hitting and pushing but it has to be repetitive!</i> • <i>It can be when you spread rumors and say unkind things that aren't true</i> • <i>Sometimes it's just when people look at you and make you feel worried</i> • <i>People saying unkind things to you online</i> 	<ul style="list-style-type: none"> • <i>Changing behaviour at home such as becoming withdrawn or aggressive</i> • <i>Acting differently towards a sibling</i> • <i>Not wanting to go to school</i> 	<ul style="list-style-type: none"> • <i>Changing relationships</i> • <i>Changes in behaviour</i> • <i>Reported incidents</i> • <i>Monitoring of the incident logs on Scholarpack</i>

To ensure appropriate Management (ie procedures)

We aim to produce a consistent response to any bullying incidents that may occur.

Procedures are sequential and graduated:

1. All reported or observed incidents of bullying to be investigated by asking all children concerned the questions - what, where, when, who and why in a calm manner. Details will be recorded on Scholarpack by Class Teachers or Support Staff. Lunch time Supervisors will investigate lunchtime incidents and report to teaching staff. Incidents will then be reported to the parents of both parties by their class teacher.

2. Minor behaviour incidents can initially be dealt with using pastoral intervention inline with the behaviour policy. This may involve talking individually to each child involved and then as a group. The aim is to explain why the behaviour was unacceptable and help each to see the situation from the victim's point of view, promoting change in the future. Details will be recorded on Scholarpack which can be completed by any member of staff and should be fed back to the class teacher and the Headteacher.

3. All staff will use the school's behaviour policy procedures. Actions need to be recorded and the Headteacher need to be informed. Class Teachers will speak to parents informally of any such incident that reaches the final stage to alert parents that difficulties have arisen and to gain their support in dealing with the behaviour.

4. If there is a repeat of the bullying behaviour a meeting will be held with the parents and the Headteacher.

5. If there is a further incident or when any serious incident occurs (ie time-out is not a severe enough sanction) the child/ children are to be seen immediately by the Headteacher. Following investigation, a decision will be made **either** to follow a behavioural plan within school or to exclude the pupil/ pupils from school for a fixed period of time. Parents will be invited into school to discuss the situation.

5. In more extreme cases, for example where personal support plans and parental discussions have proved ineffective, the Headteacher may contact external support agencies for further advice.

To ensure adequate support

We aim to follow a pastoral approach to behaviour management wherever possible by supporting both parties of victim and bully, providing models to change behaviour patterns. This may involve any of the following strategies:

- Individual sessions with each person involved followed by a series of group sessions. The aim is to identify the underlying problems and share responsibility for identifying solutions (We recognise that the bullies actions may be a cry for help)
- Time with the Pastoral Support Lead as an individual or pair whether pupil is a victim or bully
- Group sessions on assertiveness training for responding to intimidating situations
- Helping the victim to forgive the bully
- Working with the bully to identify reasons for their behaviour which may include: being hurt themselves, jealousy or any other emotions that may provoke poor behaviour.

Often a 'best fit' support programme will be used that may contain elements from more than one of the above.

Roles and Responsibilities

The Local Governing Board (LGB)

- The LGB supports the Headteacher in all attempts to eliminate bullying from the school.
- The LGB ensures that incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The LGB monitors the number and nature of bullying incidents and reviews the effectiveness of the school policy annually.
- The LGB require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The LGB responds **within ten days** to any request from a parent to investigate incidents of bullying.
- In all cases, the LGB notifies the Headteacher and asks him/her to conduct an investigation into the case and report back to a representative of the LGB.

The Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The Headteacher must ensure school keeps an accurate record of all incidents of bullying.
- The Headteacher reports to the LGB about the effectiveness of the anti-bullying policy on request.

The Class Teachers, Support Staff and Midday Supervisors

- Must ensure they know the school's Anti-Bullying Policy and their duty in terms of support and practice
- Support the school ethos that enables pupils to feel confident their troubles will be listened to, and actions taken as appropriate
- Report incidents to the Headteacher alongside evidence on Scholarpack

Pupils

- Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum.
- All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community.
- Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

- Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time' or with peer mentors. The seriousness of making false reports will be understood.
- Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives.
- From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

Parents/Carers

- Parents who are concerned that their child might be bullied, or who suspect that their child may be bullying others should discuss the issue with their child and contact their child's Class Teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. While we recognise that parents who are friends may wish to resolve matters informally, they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored neutrally and in a non-judgmental way.
- Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. Parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of the school and of individual children and damage the atmosphere in the school community.

Parish

- Members of the Parish will reinforce the school ethos
- Work with school to safeguard pupils
- Share with staff any information or concerns they have about pupils bullying/being bullied
- Parish Priest provides pastoral support as required and is flexible being able to come to school as and when need arises.

Related Policies

This policy should be read in conjunction with the following:

- Relationships and Behaviour
- Special Educational Needs and Disabilities
- Equality Policy
- Exclusions
- E-Safety
- Safeguarding and Child Protection

Policy implementation, monitoring and evaluation

It is the responsibility of the Headteacher to implement this policy. Any shortcomings of the policy will be noted and recommendations for revisions put forward to governors. The Headteacher and named governor will evaluate the policy and provide a brief report to the full governors.