

St Patrick's RC High School



Anti-Bullying Policy

Date Adopted by Full Governing Board:

Delegated Committee: Pupil Welfare

Reviewed on: Spring 2022 - 2023

Statutory: Not statutory

Signed: (Headteacher)

St Patrick's R.C. High School Anti Bullying Policy

Mission Statement

Our outstanding school community is guided by the gospel values of: love, forgiveness, reconciliation, justice, integrity, humility and truth. Faith and worship are lived, taught and celebrated. We recognise the importance of service to others and the opportunity to be witnesses to Christ in our community.

All are unique and strive for personal growth. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in.

School British Values Statement

St Patrick's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Rationale

In line with our Mission statement St Patrick's is committed to developing all pupils as whole people and encouraging them to reach their full potential.

As a school community we aim to live by Christ's Golden Rule 'To love one another'. This policy aims to prevent bullying within our community. We aim to challenge bullying effectively thereby improving the safety and happiness of our pupils. This policy will demonstrate to our pupils that the whole school cares about them and it will make clear to bullies that their behaviour is unacceptable.

The whole school policy contains four sections:

- Our School definition of Bullying
- Awareness Raising and Consultation
- Outcomes of the Consultation process
- Aims of the Policy
- Monitoring
- Evaluation

Aims of the Policy

- To provide a safe secure community in which our young people will be able to learn and achieve in all area of school life.
- To clearly define what Bullying behaviour is within our School Community.
- To detail how incidents of Bullying will be dealt with, who will investigate and deal with the incident.
- To outline how parents will be informed about incidents.
- To provide the Whole School Community with clear leadership and guidance in this area.
- To outline possible sanctions which may be taken against the bully but also to outline support within school to challenge and change behaviour.
- To make it easier for pupils to get help.

Our School definition of Bullying

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can also be persistent name calling or excluding a pupil from activities, making fun of someone or teasing them. Bullying is also spreading nasty stories and making up malicious rumours with the intent to hurt someone emotionally.

Below is the school guidance on Prevention and Tackling Bullying published by the DFE

[DFE Preventing and Tackling Bullying 2017](#)

In summary:

The nature of bullying can be:

- Physical –such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property –such as damaging, stealing or hiding someone’s possessions
- Verbal –such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological –such as deliberately excluding or ignoring people
- Cyber –such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously

Cyber-bullying

Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

Preventing and addressing cyber-bullying

- To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

- The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Form Tutors will discuss cyber-bullying with their tutor groups and Heads of Year/SLT will increase awareness via whole year assemblies throughout the year
- Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social and health education (PSHE), and other subjects where appropriate.
- All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training
- The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs of how to report it and how they can support children who may be affected.
- Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.
- The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

Anti-bullying Preventative Strategies

- Anti-Bullying Week activities and Form time Activities
 - Anti-Bullying assemblies and tutor group tasks which discuss the impact of bullying and how pupils can challenge it.
- Launch 'Anti-bullying Ambassador's programme.
- Forty pupils appointed to lead school assemblies and promote anti-bullying in our school.
- Restorative Justice processes developed to support the bully and the victim to change behaviour.
- We will provide various areas around school for pupils who may be vulnerable to bullying.
 - Quiet Club.
 - Sports Club.
 - Pupil services.
 - Seated area outside of Pupil Services.
 - Anti-Bullying Ambassador's programme.
 - Librarian duties.
 - Liturgy group & prayer group.
 - Prefect training on challenging Bullying behaviours
 - 40 pupil Bullying Ambassadors created across all Year groups.
- St Patrick's school community will stand up for and speak up for those suffering abuse

- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBTQ+ History Month
- OddArts workshops – challenging the stereotypes some pupils may have toward learning difficulties
- Form time activities and assemblies explaining the school’s bullying policy.
- Mental health & Self Harm awareness workshops delivered by Spiralling Minds
- 10/10 theatre workshop: addressing the consequences of cyber bullying and sexting.
- Peer mentors to be given specific training in regards to bullying; specifically to listen to and give advice to victims.
- All pupils to be encouraged to be alert to bullying and to support victims by speaking up for them.
- We will support those who are being bullied.
 - Restorative Justice process
 - Mentoring
 - Pastoral interaction and checks
 - Pastoral detentions
- We will support those who speak out against prejudice and discrimination; e.g.LGBTQ+ assemblies.

Pupils at St Patrick’s should feel confident to do one of the following if they witness or are victims of bullying:

- Challenge bullying if it is witnessed in school by;
 - Tell a teacher
 - Tell your Form Tutor.
 - Tell a member of your family.
 - Tell your Head of Year.
 - Talk to a Prefect or a Senior Prefect.
 - Speak to a friend.
 - Speak to a peer mentor in your form
 - Speak to any member of staff in Pupil services
 - Speak to senior pastoral staff including Mr Macafee, Mrs Gardiner or Mr Connelly
 - Speak to any member of the Senior Leadership Team
 - Including people at break and lunchtimes, we do not want any pupil left out.

Reporting Bullying

In addition to the above, pupils who witness or who are victims of bullying may report this by:

Email: Bullyingstpats@salford.gov.uk

Procedures Following a Reported Incident

All reported incidents must be taken seriously and staff must consult with the Head of Year, Pupil Support Services, Pastoral Directors or the Senior Assistant Headteacher, who will investigate the incident and decide an appropriate action.

This will include:

- Listening carefully to all accounts of the incident.
- Adopting a problem solving approach which moves pupils on from justifying themselves and their action.
- Use the Restorative Justice approach to deal with each incident; ensuring the bully acknowledges the harm they have caused and the victim feels a sense of closure and fairness about the incident.
- Record details of the incident on SIMS or in the Pastoral information folder with sensitivity.
- Assign a named teacher to work with the pupil who has been bullied (if required).
- Contact parents of both the victim and the Bully about the incident and ensure parents are aware of any sanctions and outcomes of the investigation.

The Head of Year, Pupil Support Services, Pastoral Directors or the Senior Assistant Headteacher will also decide on the sanctions to be given to the bully.

They may include:

- Pastoral/SLT detention.
- Loss of privileges e.g. use of yard.
- Exclusion from end of year rewards trip or Prom.
- Restorative Justice meeting – This may include parents of both the bully and the victim.
- Invite parents into school to discuss the incident and future behaviour.
- Refer the bully to work with a named teacher to monitor future behaviour and address the issues surrounding their bullying.
- Refer for Educational Psychologist Support.
- Internal exclusion.
- Fixed term exclusion.
- Persistent bullying may result in Permanent Exclusion
- Referral to the Police.

Reporting –roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example Teaching Assistants, support staff, members of site staff SPIE, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team.

SENIOR STAFF: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate, and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school. The most appropriate member of staff would be the Head of Year. In the absence of the Head of Year then Pastoral Directors (Mr Macafee/Mrs Gardiner) or the Designated Safeguarding Leader and Senior Assistant Headteacher: Mr Connelly

STUDENTS: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Review / Monitoring

- For the first month after the incident weekly meeting with both the bully and the victim by the member of staff who has dealt with the incident.
- Thereafter monthly meeting until the victim feels confident and happy in school and no longer requires regular contact with designated teacher.
- The bully will follow the same program being supported by designated teacher for as long as required.
- All meetings to be recorded on SIMS.

Anti-Bullying Ambassadors

- Ambassadors will act as active listeners and helpers.
- Ambassadors will be available to support pupils during form time.
- There will be Ambassadors representing each Year.

- Ambassadors will support pupils by reminding them of the areas of support available to them within the school, which is outlined in the policy.
- They will be fully aware and receive training about how St Patrick's pupils can challenge Bullying.

Monitoring the Policy

The policy will be monitored by Mr Connelly.

- Through weekly meetings
- Anti-Bullying Week
- Whole school questionnaire

Restorative Justice Approach to challenging behaviour, conflict and Bullying in school

A Restorative justice conference brings together pupils harmed by crime or conflict with those responsible for the harm, to find a positive way forward. It gives victims the chance to tell the offender the real impact of what they have done, get answers to their questions and hopefully get an apology. Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and display the Gospel value of making amends.

One of the main principals of restorative Justice is that we must allow wrong doers to put things right so they can feel better about themselves.

When might Restorative Justice be used?

- When a pupil is bullied
- When a pupil has been a victim of a crime perpetrated by one of our pupils.
- When a pupil and teachers relationship has broken down.
- When two pupils have been involved in conflict with each other
- When a parent and a pupil's relationship is strained and needs mediation.

What type of restorative justice meetings can take place?

- **FORMAL CONFERENCE** - Parents of both the aggressor and the victim gather together with the pupils for a circle conference.
 - This involves pre prepared agreements from all participants about the purpose of the conference
- **ACCEPTABLE BEHAVIOUR CONTRACT** - Pupils involved can agree to a contract of rules about their future behaviour in an attempt to resolve and stop conflict; this can happen separately or together with the victim and aggressor.
 - This is reviewed monthly
- **FAMILY CONFERENCE** - The parent and pupil experiencing conflict can have a conference with the Restorative Justice moderator.

- **TEACHER/PUPIL CONFERENCE** - The teacher and pupil involved in disruptive behaviour can be involved in a Restorative Justice conference.
- **INFORMAL CONFERENCE** – A quick and non-prepared conversation with both pupil involved in the conflict to try and remedy a minor conflict.

What are the potential outcomes of a Restorative Justice meeting?

- A genuine apology
- An acknowledgement of harm
- Conflict stops
- Creates accountability
- Wrong doer takes responsibility
- Resolution to the problem
- Change in behaviour
- Friendships and relationships are repaired
- Lessons are learnt
- Promotes truth telling
- Not criminalised
- Able to stay in education
- Improved classroom behaviour

Staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed
- Offering continuous support.
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- Help and advice on how to remove online material if the bullying is of a cyberbullying nature