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| Written by: | Mr Clinton |
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Anti-Bullying Policy



Archbishop Illesley is a strong community with positive working relationships between pupils. We believe that every child has the right to realise their potential in a happy and safe environment. Bullying is a behaviour that causes distress and is seen as unacceptable at Archbishop Illesley Catholic School.

This Policy has been drawn together with the input of the Pastoral Team, Chaplaincy team and pupil representatives.

1. Equality

At Archbishop Illesley Catholic School, it is our aim in respect of both pupils and staff to eliminate unlawful discrimination as per the Equality Act of 2010. We advance equality of opportunity and encourage good relations amongst and between those of all races, spoken language and accent, abilities, sex, religion or belief, sexual orientation, gender identity and reassignment, illness, mental health, disability, maternal condition, age, or marital/civil status.

As a community, we work to ensure that there is no discrimination, harassment, or victimisation of any pupil, and as an inclusive community, we take care that no pupil is excluded of any aspect of school life. We particularly work to ensure pupils with special educational needs and disabilities (SEND) engage in activities of the school together with their peers.

As a Rights Respecting School (RRS) we have an active 'Yes/ No' campaign which says no inequality and to all forms of discrimination, sexual harassment, and stereotyping. Pupils are empowered to use their voice and stand up against any forms of bullying or discrimination. Pupils work alongside staff in raising awareness of all types of discrimination and are aware of how to report incidences should they occur.

2. Definition of Bullying

Bullying can be defined as 'behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally'.

Bullying involves an imbalance of power and all types of bullying are damaging to an individual's well-being.

2.1 Bullying can take many forms, but includes:

- *Physical bullying* – any form of violence such as hitting, pushing, tripping, slapping, spitting, stealing, or destroying possessions, any unwanted physical contact or denying an individual access to their property
- *Verbal bullying* – name calling, spreading rumours, making threats, sexist, racist or homophobic language
- *Emotional bullying* – isolating an individual from a group or activities related to the peer group, lying, and spreading rumours, negative facial or physical gestures, menacing or disrespectful looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance

- *Cyber bullying* – sending threatening or insulting emails, text messages, photo's/videos or posting unpleasant messages on social networking sites, Imitating others online or using their log-in, posting/taking photos of a person without their permission, sending sexually explicit messages or photos/videos, prank calling. Pupils also receive updates on online etiquette and digital civility.

3. Child on Child abuse

Child on Child abuse occurs when a young person is exploited, bullied and / or harmed by another child under the age of 18. This includes physical, emotional, verbal, violent, and sexual abuse. Child on Child abuse can take place online and/ or offline. Child on Child abuse can include grooming regarding sexual and criminal exploitation and abuse on teenage relationships. Child on Child abuse can occur as an isolated incident or abuse that is repeated over time. The school operates a hand of policy with reinforces messages around this.

4. Our approach to bullying

At Archbishop Ilsley we operate a zero-tolerance approach to bullying. At Archbishop Ilsley we aim to take both a proactive approach and act when an incident of bullying occurs. We educate our pupils through our Rights Respecting School campaign, Personal Social Development and RSHE (Relationship, Sex and Health Education) programme, Hands Off rule and pastoral inputs via form time and assemblies. We have a strong pupil voice who promote anti-bullying in school.

4.1 Active strategies to discourage bullying:

- Tutors and subject staff are aware of social relationships between pupils; subject and support staff are encouraged to discuss any concerns with tutors and Heads of Year.
- Through the curriculum, assemblies and other activities, pupils are educated on what constitutes acceptable social behaviour and how to be role models of anti-bullying behaviour. Pupils are encouraged to work in the Archbishop Ilsley Way, fostering co-operation, tolerance, and respect for others.
- As part of our Personal, Social and Development curriculum pupils learn about respectful and supportive relationships. Pupils explore the difference between healthy and unhealthy relationships. As part of this work pupils learn about the different types of bullying, *including cyberbullying*. Pupils discuss the impact of bullying, ways to tackle bullying and who to talk to if they need help and support.
- We create an inclusive and safe environment where pupils can openly discuss cases of bullying, without fear of further bullying or discrimination.
- Pupils are given a clear message that bullying is not tolerated at Archbishop Ilsley and that everyone is expected to work together to ensure it does not happen.
- We provide effective staff training so that all staff have a clear the principles and purpose of the anti-bullying policy, understand the needs of our pupils (particularly those vulnerable and more likely to be the target of bullying) and how to seek advice.

- We work alongside the wider community, including the police and children’s services.
- Anti-bullying Ambassadors and prefects are trained in awareness of bullying, giving them the skills to support pupils seen to be vulnerable or potential victims of bullying.
- We involve parents and pupils to ensure that they are clear that the school does not tolerate bullying and that they know who to contact if they are worried about bullying.
- We find regular opportunities to gain parental and pupil voice.
- A behaviour for learning system with clear escalating disciplinary sanctions so that others see that bullying is unacceptable.
- Hands off protocol

5. Process for dealing with bullying incidents:

Any report of bullying will be taken seriously and dealt with in a consistent and delicate manner, taking care not to victimise or blame any party. Note that labelling a pupil as a bully is counterproductive and unhelpful, although referring to ‘bullying behaviour’ is appropriate.

The emphasis is on supporting all parties to find the root of the problem, steering away from the tendency to talk about specific incidents and instead focussing on how certain behaviour makes the pupil feel.

Pupils demonstrating bullying behaviour must not be accused or labelled, but supported, encouraged, and given a chance to rectify their behaviour. The onus must be on the pupils involved to search for a solution to the problem and this may involve working with the bystanders and victim. Pupils must be helped to demonstrate socially acceptable behaviour and to have compassion for the victim.

Sanctions such as internal isolation, suspension or exclusion may be applicable if pupils displaying bullying behaviour are intransigent over time and all other avenues are exhausted in line with school behaviour policy.

6. Support for the pupils who are bullied

The nature and level of support will depend on the individual circumstances. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, and referring to local authority children’s services. Our aim is to ensure that victims of bullying know who to speak to, are listened to and feel safe in school.

7. Logging incidents

All reported incidents of bullying must be logged on the school system (Bromcom) centrally, including how the incident is responded to by the school. The central log will be held by the Pastoral Support Team in the Head of Year office. Records will be retained for the current year plus 3 years. Safeguarding concerns relating to bullying should be recording on My Concerns and a Designated Safeguarding Lead should be informed to assess the level of support needed.

Related policies and documents

- Behaviour for Learning Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- RSHE policy
- Preventing and Tackling bullying – DfE (Department for Education) July 2017
- Keeping Children Safe in Education 2021 (Updated September 2022)
- Sexual violence and sexual harassment between children in schools and colleges guidance – DfE
- Searching, screening and confiscation advice for headteachers, school staff and governing bodies – DfE 2018
- Cyberbullying guidance - ChildNet

Links to legislation

- The education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection and Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

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