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Anti-Bullying Policy

1.0 Mission Statement and the Ethos of Archbishop Ilsley Catholic School

At the heart of our curriculum is teaching our young people to let their light shine as they live out Christ's call to:

'Love one another, as I have loved you.'

We believe all pupils should learn about the 'best that has been thought and said' through the lens of Christ. We aim to provide a broad, balanced and challenging curriculum for all rooted in the gospel values. This is so they can appreciate with wonder and awe the beauty in the world and uphold human dignity as responsible citizens of the future, who live out our British values and Catholic Social Teaching.

It is our aim to create a culture of empathy, respect, and kindness within the school community.

2.0 Formation of this Policy and Links to Legislation.

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

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

The school acts in accordance with government guidance: see

www.gov.uk/government/publications/preventing-and-tackling-bullying

3.0 Aims of the Policy

1. Safety and Security

- Foster an environment and culture where all pupils feel safe and happy.
- Ensure that all pupils and staff understand that **bullying of any kind is not accepted at Archbishop Ilsley Catholic School**. If bullying does occur, all pupils must be able to report bullying and know that incidents will be dealt with promptly, proportionately and effectively.

2. Staff Roles and Responsibilities

- Ensure staff know their roles in maintaining a safe and inclusive environment
- Encourage staff to foster trusting relationships with pupils, promoting an open, receptive, and confidential environment where pupils feel comfortable reporting concerns.

3. Commitment to St Teresa of Calcutta Multi Academy Company's Values

- As part of the St Teresa of Calcutta Multi Academy Company (MAC), Archbishop Ilsley is committed to embodying the values of compassion, respect, and integrity. The school aims to create a nurturing environment that reflects the teachings of St Teresa of Calcutta, ensuring every child is valued and respected.

4.0 Definition of Bullying

Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

We believe bullying is usually persistent, often secretive and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and emotional distress to the victim. It can be difficult for victims to defend themselves against bullying as there is often an imbalance of power.

Examples of Bullying

Bullying can be, but is not limited to:

- **Emotional:** derogatory name calling of an insulting and/or personal nature; demanding money, material goods or favours by means of threat or force; excluding people from groups.
- **Physical:** pushing, kicking, hitting, punching or any use of violence and/or inappropriate physical contact.
- **Racist:** racial taunts and/or slurs, graffiti, gestures.
- **Sexual:** unwanted physical contact of a sexual nature; sexually abusive comments.
- **Gender:** derogatory comments and/or actions related to sexual orientation, including homophobic bullying; misogynistic comments and/or behaviour
- **Gender identity:** derogatory comments and/or actions related to a person’s chosen gender identity, including transphobic bullying.
- **Verbal:** name-calling; mocking; sarcasm; spreading hurtful rumours; coercion teasing; ridicule.
- **Cyber:** sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, email, through gaming websites, social media sites and apps; sending offensive or degrading photos or videos (which may also be illegal); misuse of associated technology, e.g. camera & video facilities.

Bullying is recognised by the school as being a form of child-on-child abuse. It can cause severe and adverse effects on children’s emotional development.

Unkindness vs. Bullying: Unkindness typically refers to single acts of a hurtful nature, whereas bullying is characterised by its repetitive nature and intention to cause harm.

5.0 Anti-Bullying Pledge

At Archbishop Ilsey Catholic School, we stand united against bullying, maintaining a zero-tolerance approach to all forms of bullying. We pledge to treat everyone with respect and dignity, celebrating differences and embracing diversity within our school community. In addition, we will maintain a focus on the following:

Education, Awareness and Empowerment

We aim to:

- Ensure all pupils understand what bullying is and the impact it can have.
- Educate pupils about the impacts of bullying and the importance of empathy and kindness.
- Promote awareness through assemblies, workshops, and classroom discussions.
- Provide pupils with the tools and knowledge to recognize, prevent, and respond to bullying.
- Empower pupils to speak up against bullying, whether they are speaking for themselves as a victim or for another pupil who is being subjected to bullying behaviour.

Support and Report

We aim to:

- Provide a supportive environment where pupils feel confident to report bullying.
- Ensure that all reports of bullying are taken seriously and dealt with promptly and effectively.

Timely and Effective Response

We aim to:

- Apply consistent and fair consequences for bullying behaviours.
- Intervene with both the victim and the perpetrator.

Community Involvement

We aim to:

- Involve parents and the wider community in our work to eliminate all forms of bullying.
- Maintain open and honest communication with parents and families.

6.0 How do we...

...raise awareness across the school?

It is vital that all pupils have a secure understanding of what constitutes bullying and what they can do to tackle it. Content on bullying runs through a number of curriculum areas across the year, including: PSHE (Personal, Social, Health and Economic education); Religious Studies; Catholic Social Teaching and assemblies. We use age-appropriate materials and activities to discuss topics such as empathy, respect, diversity, and the effects of bullying.

We use role-playing and simulations in classrooms to help pupils understand different perspectives and develop empathy; we also conduct scenario-based activities where pupils can practice responding to bullying situations in a safe environment.

Pupils are taught about cyberbullying and responsible online behaviour. They are taught how to stay safe online, recognise cyberbullying, and seek help if they are targeted. All pupils must understand how to conduct themselves responsibly and safely online, including possible consequences and legal implications.

We organise regular campaigns such as Anti-Bullying week, to raise awareness and promote a positive school culture. We use posters and newsletters to promote anti-bullying messages so that the whole school community is made fully aware.

...make sure pupils know where to go if they need help?

We have 'safe spaces' within the school where pupils can go if they feel threatened or need to talk to a trusted adult. We promote these spaces so that all pupils are aware.

Our safe spaces are supervised by trained staff members who can provide support and guidance.

All pupils have a trusted adult, which will be their form tutor as a starting point, along with a wider pastoral team around each child. This team includes a pastoral lead, head of year, link Designated Safeguarding Lead (DSL) and a link member of the Senior Leadership Team.

...help pupils to report any concerns about bullying?

As a school we use the TootToot app as a tool for pupils to report concerns. This is anonymous and provides a safe and confidential way for pupils to voice their concerns. The account is monitored by a trained member of staff who then refers concerns as appropriate.

Pupils are actively encouraged to speak to a trusted adult about their concerns and to be open and honest so that they receive the appropriate intervention/support.

...encourage our pupils to support each other?

We run peer mentoring and buddy systems to provide support for vulnerable pupils and those new to the school. We will continue to train pupil mental wellbeing ambassadors to act as role models and promote positive behaviour.

...engage our pupils through feedback and monitoring?

We will involve pupils in reviewing the anti-bullying policy to ensure it addresses their needs and concerns. Feedback from pupils will be used to continually improve and adapt the anti-bullying strategies.

6.0 Responding to a Bullying Allegation

When an allegation of bullying is made, they are dealt with quickly and are taken seriously. The school will never dismiss or downplay bullying as 'banter' or 'horseplay', and all reported allegations of bullying will be dealt with by staff in accordance with this policy using our eight-stage approach.

Staff will reassure any victim(s) that they are being taken seriously and that they will be supported and kept safe.

Responding to a Bullying Allegation/Concern				Notes
Stage 1 <i>Disclose</i>	Pupil or parent disclose a concern/allegation of bullying.			<i>Where a concern is disclosed on TootToot, the trained member of staff who monitors the account will complete Stage 2.</i>
Stage 2 <i>Disclose</i>	Member of staff records the disclosure as 'alleged bullying' on Class Charts. The Head of Year receives an immediate notification of alleged bullying.			<i>The Head of Year will decide what immediate measures will be taken to ensure the victim's safety and well-being, including providing a safe space if required.</i>
Stage 3 <i>Investigate</i>	The Head of Year, supported by the School's Pastoral Team, investigate the alleged bullying.			<i>Parents are notified that an investigation is taking place.</i>
Stage 4 <i>Decision</i>	The Head of Year decides this is not bullying. <i>(Behaviour displayed does not meet definition of bullying)</i>	The Head of Year believes there is a strong possibility that bullying is, or has, taken place.		<i>Open and honest communication will be maintained with parents throughout.</i>
Outcome	NOT BULLYING	BULLYING CONFIRMED		
Stage 5 <i>Response & Outcomes</i>	The Pastoral Team support and work with the pupil/pupils. If additional evidence emerges, the allegation will be referred back to Stage 3.	Head of Year will inform a Designated Safeguarding Lead (DSL) who will log all details, on an ongoing basis, on MyConcern. The DSL will complete the investigation and will decide upon appropriate action. <i>(Confirmed bullying will be treated and recorded as a case of child-on-child abuse.)</i>		<i>Parents are notified that the investigation is complete and the outcome of the investigation.</i> <i>For certain serious cases of bullying, it may be necessary to involve external agencies, including police officers.</i>
Stage 6 <i>Monitor</i>	There will be a period of close monitoring. The form and length of monitoring will be agreed prior to monitoring commencing. Pupil voice will inform monitoring arrangements.			<i>The DSL (where bullying confirmed) or Head of Year (where it is not bullying) have responsibility for instigating and overseeing monitoring arrangements.</i>
Stage 7 <i>Review</i>	On completion of the monitoring period, a review will be undertaken and an outcome agreed (Stage 8)			<i>The DSL (where bullying confirmed) or Head of Year (where it is not bullying) have responsibility to ensuring a review is completed and an outcome reached. Parents are notified of the outcome of the monitoring period.</i>
Stage 8 <i>Outcome</i>	No further action required. Case closed.	Additional period of close monitoring	Monitoring has raised additional concerns. Case will be moved back to Stage 3.	

7.0 Potential Response, Outcomes and/or Interventions

Outcomes, interventions and sanctions are decided on a case-by-case basis by the DSL and senior leaders. Example of outcomes include:

- **Mediation:** Facilitated sessions between the victim and the perpetrator, with consent, aiming to resolve conflict and promote understanding.
- **Training on empathy and awareness:** Providing education on the impacts of bullying and why it is wrong; ensuring the perpetrator understands the consequences of their actions and modifies their behaviour as a result.
- **Loss of Social Time:** Restricting the bully's free time to ensure the safety and comfort of the victim.
- **Isolation/Refocus/Reset Room:** Temporarily removing the bully from the general school population
- **Suspension:** As a last resort, the perpetrator may be suspended from school to ensure the safety of other pupils and provide a clear consequence for their actions.

8.0 Support for the Victim

Support for the victims of bullying will be decided on a case-by-case basis by the DSL and senior leaders. Example of support include:

- **Pastoral Lead:** Will provide emotional and practical support to the victim, including regular check-ins to ensure the victim feels safe and supported.
- **Peer support:** Members of the peer support team are able to provide help and guidance.
- **Family Support Worker (FSW):** Is able to work with the victim and their family for 6-8 weeks to provide comprehensive bespoke support, as well as providing ongoing support and monitoring the victim's progress and well-being.
- **External agencies:** At times we may seek additional counselling and support services from qualified professionals working for external agencies.

9.0 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.ne
- The Restorative Justice Council : www.restorativejustice.org.uk/restorative-practiceschool
- 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

Cyberbullying

- Childnet: www.childnet.com
- 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-for-child-internet-safety-ukcois

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

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