

SACRED HEART HIGH SCHOOL



ANTI-BULLYING POLICY

FEBRUARY 2018

To be reviewed February 2020

This Policy should be read in conjunction with other Sacred Heart High School Policies, in particular 'Behaviour for Learning & Living in a Sacred Heart Community', the 'Equality Plan', the 'Computer Resources Policy & Acceptable Use Agreement' and the 'School Complaints Policy'

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APPENDIX 1: Guidance to Children

1 INTRODUCTION

Schools have a duty of care for pupils and staff alike and to this end, Sacred Heart High School strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We believe that school should provide a safe, caring and happy place for young people to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

The policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make pupils aware of what action they can take both now and in their adult lives, whether as victims of bullying, or as bystanders.

2 DEFINITIONS OF BULLYING

2.1 Bullying Behaviour

Bullying behaviour can be defined as an action, or number of repeated actions, causing harm to people or relationships. This behaviour could be intentional or unintentional and may be on-going. The definition equally encompasses physical or non-physical actions, therefore the harm could be physical, emotional, or both.

A paper for the Office of the Children's Commissioner (2006) outlined four key characteristics:

- repetitive and persistent
- intentionally harmful
- involving an imbalance of power
- causing feelings of distress, fear, loneliness or lack of confidence

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. there is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them
2. there is a harmful outcome: a person or persons are hurt emotionally or physically
3. the act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via Facebook
4. there is usually repetition from the perpetrator. However, for vulnerable pupils in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people
5. there is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

Bullying behaviour can be direct or indirect, simple or complex.

Bullying differs from 'friendship fall-out', or other aggressive behaviour:

"If two children or young people of about the same strength have the odd fight or quarrel it is not bullying." (Olweus 1989, 1993,1999)

Where there is bullying:

- there is normally a power imbalance so that the victim does not feel able to defend him/herself
- it is usually persistent but could be an isolated incident
- it might relate to racism, homophobia, sexism, ageism
- it might relate to a disability or a special educational need (SEN). In these examples, victims may not be aware of being bullied
- there is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful

2.2 Direct bullying

This includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone or instant messaging.

2.3 Indirect bullying

This includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

2.4 Cyber-bullying

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'.

It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online).

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying

- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Targets and perpetrators – the people involved in cyberbullying may have a different profile from traditional bullies and their targets

In cyberbullying, bystanders can easily become perpetrators by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. Such bystanders are accessories who actively support cyberbullying.

3 CONTEXT

3.1 Government Guidance

This policy draws on Department for Education Guidance on dealing with bullying, particularly 'Preventing and tackling bullying Advice for Headteachers, Staff and Governing Bodies, July 2017'; Cyberbullying: Advice for Headteachers and School Staff, 2014; and Advice for Parents and Carers on Cyberbullying, 2014.

3.2 Legal Issues

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, Obscene Publications Act (1959) and Computer Misuse Act (1990) and the Public Order Act 1986.

If school staff feel that an offence may have been committed, the Headteacher should seek assistance from the police. For example, under the **Malicious Communications Act 1988**, any person who sends an electronic communication which conveys a message which is **indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.**

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.

The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

Cyber-bullying is generally criminal in character:

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

3.3 Aims

The FIVE main aims of our Anti-Bullying Policy are:-

1. To develop a whole School approach and effective implementation of a policy on bullying.
2. To promote a positive atmosphere based on a Christian community where discipline and good order lead to excellence.
3. To use the curriculum as a vehicle to raise awareness of the issues surrounding bullying and of the expectations of the School.
4. To provide a supportive framework for victims and for the bullies to change their behaviour.
5. To create a safe environment where pupils, staff and parents feel they can talk openly about what is happening.

4 WHOLE SCHOOL APPROACH

The best way to deal with bullying is to prevent it happening in the first place.

This policy should be read in conjunction with the school's policy 'Behaviour for Learning and Living in a Sacred Heart Community, 2016' which is available on the school website and can be requested from the school office.

Central to this policy is the belief that *'all pupils have a right not to be bullied'* and that *'bullying is always unacceptable'*.

The school also recognises that it must *'take note of bullying perpetrated outside School which spills over into the School'*. Under powers granted by the EIA 2006, the headteacher, *'may to such an extent which is reasonable, include measures to be taken with a view to regulating the behaviour of pupils when they are not on the school premises'* therefore, the Head is able to police cyber-bullying or any bullying aspects carried out by pupils even at home.

The school embraces the advantages of modern technology in terms of the educational benefits it brings, however the school is mindful of the potential for bullying to occur online.

Sacred Heart educates its pupils both in the proper use of digital communications and about the serious consequences of bullying and will, through PSHE and in ICT lessons and assemblies, continue to inform and educate its pupils in these fast changing areas.

Sacred Heart High School trains its staff to respond effectively to reports of bullying or harassment and has systems in place to respond to it. In relation to cyber-bullying, the school has in place systems to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems. Where appropriate and

responsible, Sacred Heart audits ICT communications and regularly reviews the security arrangements in place.

Whilst education and guidance remain at the heart of what we do, the school reserves the right to take action against those who take part in bullying.

- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- The school supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- The school will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff both in or out of school.
- The school will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment. This includes all mobile devices.
- All members of the School community are aware they have a duty to bring to the attention of the Head and Senior Leadership Team, any example of bullying or harassment that they know about or suspect.

5 TYPES OF BULLYING AND SIGNS OF BULLYING

5.1 Types of Bullying Behaviour

Types of bullying include:

- Severe beating
- Kicking, hitting, pinching, scratching, hair pulling, punching, flicking, poking, arm twisting etc.
- Name calling
- Ridiculing weakness
- Mimicking
- Taking equipment without permission
- Vandalising property
- Ignoring peers
- Mocking
- Blackmail
- Destroying or damaging work
- Teasing, taunting, coercion
- Making demands or threats
- Pressure to hand over money or possessions
- Referring to family, home life, clothes, hair, ethnic background, disability
- Spreading rumours, gossiping
- Producing offensive graffiti
- Excluding people from groups
- ‘Cussing’
- ‘Bitchiness’
- ‘Stirring’
- ‘Dropping people in it’
- Failing to act in order to stop bullying
- Cyber bullying: using text, email or web space to write, send or say hurtful things
- Social exclusion by groups

All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines in the policy.

5.2 Signs or Behaviour Indicators

A victim may indicate by signs or behaviour that she is being bullied.

These may include:

- reluctance to attend school
- unwillingness to travel on the school bus/public transport
- truancy from specific lessons
- damage to clothing or possessions
- 'losing' more items than usual
- unexplained bruises/swellings
- deterioration of school work/academic performance
- being afraid to use the Internet
- becoming jittery about receiving text messages
- unkempt uniform
- bullying towards siblings
- taking money without permission

5.3 Symptom Indicators

Symptoms may include:

- loss of appetite headaches
- stomach aches
- stammering
- sudden changes in behaviour lack of confidence
- signs of depression
- nervous/edginess
- difficulty in concentration
- lack of motivation to complete work

These are only examples and not a definitive list.

6 ROLES AND RESPONSIBILITIES

The Governing Body, Headteacher and staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

6.1 The Governing Body and Headteacher

The Governing Body will regularly review this policy which the Headteacher will consider in determining measures to promote good behaviour and discipline.

The Governing Body may also bring to the Headteacher's attention such further measures as they consider necessary, and offer guidance, as they consider appropriate, to promote safeguarding and the welfare of pupils.

Specifically, in relation to cyber-bullying, the governors and Headteacher have a duty to ensure that:

- that teachers have sufficient knowledge to deal with cyber bullying in school;
- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- all e-communications used on the school site or as part of school activities off-site are monitored
- Internet-blocking technologies are continually updated and harmful sites blocked

- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- they work with police and other partners on managing cyber bullying.

The governors will appoint a Safeguarding Governor who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of bullying and cyberbullying are being implemented effectively. The current Safeguarding Governor is Jacqui McShannon.

6.2 The Headteacher and senior staff

The Headteacher and senior staff have overall responsibility for implementations of this policy. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

6.3 The Designated Safeguarding Lead

The Deputy Head who is also the Designated Safeguarding Lead will take overall responsibility for the co-ordination and implementation of bullying prevention and response strategies. The Deputy Head will

- ensure that all incidents of bullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in this policy and the Behaviour for Learning and Living in a Sacred Heart Community Policy and Safeguarding and Child Protection Policy.
- ensure that all policies relating to safeguarding, including bullying are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning bullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties. (The Designated Prevent lead is Eleisha Maton)
- provide training (using Channel online awareness training module) so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to this Anti-bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare.
- ensure that all parents/carers and pupils receive a copy of the Cyberbullying Leaflet. This is available at all times on the school website. Parents/carers should take their children through the leaflet.
- ensure that at the beginning of each term, cyberbullying is revisited as part of the Staying Safe Programme and that pupils know how to report a concern.
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond. All staff should sign to say they have read and understood the Staff Code of Conduct.

6.4 In relation to cyber bullying, The Head of Computer Science will

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum and support PSE staff in delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

6.5 Head of ICT, Infrastructure and Development will

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school uses the London Grid for Learning to filter all internet access. The internet filter records access to prohibited sites which enables the IT department to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.
- ensure the school's Acceptable Use Policies are reviewed annually
- provide annual training for staff on the above policies and procedures
- provide annual training for staff on online safety
- provide annual training for parents/carers on online safety and the positive use of technology

6.6 The School Business Manager

The School Business manager will ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff. [To be reviewed within the context of the GDPR, May 2018]

6.7 All staff

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently.

Bullying incidents relating to any protected characteristics and to cyber bullying must be logged and recorded as such, see 8.1 below

In relation to cyber-bullying, school staff have a duty to familiarise themselves with their role and responsibilities in:

- teaching children safe internet etiquette;
- applying school policy in monitoring electronic messages and images;
- giving pupils key guidance on: personal privacy rights and material posted on any electronic platform including photographic images;
- taking action if a pupil is being cyber-bullied or is bullying someone else;
- teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications;
- keep up a dialogue with parents about emerging technologies their child might be using; and
- to ensure parents know who to approach at the school if they suspect that their child is being cyber-bullied or is bullying someone else.

Protocols to be followed

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below. Inform the Pastoral Support Manager and note that there should always be two members of staff present with a pupil.

Mobile Phones

Years 7 - 11 are not allowed mobile phones in school. In exceptional circumstances the headteacher may authorise that a pupil be allowed to bring their mobile phone to school.

- Ask the pupil to show you the mobile phone and to open the text message/screen shot
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform the Designated Safeguarding Lead immediately and pass them the information that you have
- Retain the mobile phone
- Ensure the pupil makes a written statement.

Computers

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away (subject to the school's guidance on downloading images and sexting)
- Make sure you have got all pages in the right order and that there are no omissions
- Inform the Designated Senior Person for Child Protection and Safeguarding at the relevant key stage and pass them the information that you have. They may then inform a Pastoral Support Manager/Director of Learning and a member the ICT department to ensure access for pupil involved is shut down as per the ICT acceptable use agreement.

- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

Use of Technology in School

All members of the school community are expected to take responsibility for using technology positively.

As well as training, the following is in place:

- All staff and Pupils are expected to sign to confirm they have read and understood the relevant Acceptable Use Policy.
- All staff are expected to sign to confirm they have read and understood the Staff Code of Conduct

6.8 Pupils

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of this policy, the procedures arising from cases of bullying and the rationale behind them. All pupils have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

Guidance for pupils regarding cyber-bullying

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff at Sacred Heart High School.

- Do not answer abusive messages but save them and report them.
- Do not delete anything until it has been shown to your parents/guardian or a member of staff at (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying).
- Do not give out personal IT details.
- Never reply to abusive e-mails.
- Never reply to someone you do not know.
- Use the CEOP Internet Safety button on the home page of the school's website to report concerns.

6.9 Parents and Carers

Parents and Carers will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school, and that pupils respect both similarities and differences between themselves and other members of the school and the wider community.

Parents are encouraged to contact their daughter's Director of Learning or Pastoral Support Manager if they have any concerns about bullying issues. The School telephone number is 0208 748 7600. Alternatively for advice from the anti-bullying alliance, contact www.gethelpwithbullying.org.uk

Working with the School on Cyber-Bullying

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. The school informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying.

- Parents can help by making sure their child understands the school's policy, monitoring their daughter's internet and mobile phone use and informing the school of anything they come across involving potentially unsafe behaviour which endangers pupils or brings the school into disrepute.
- Parents should also explain to their children legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the school as soon as possible. A meeting can then be arranged with a member of the Senior Leadership Team
- If the incident falls in the holidays, in the evening or weekends the school reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

E-Safety at Home

Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following site:

- www.nextgenerationlearning.org.uk/safeguarding-learners/Safeguarding-learners-content/Parents-and-carers

The school's **Student Computer Resources Policy & Acceptable Use Agreement** is displayed prominently in the ICT Room and the Acceptable Use agreement is explained and discussed with pupils in assemblies, PSHE classes and ICT classes.

Further support and guidance may be obtained from the following:

- www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyber-bullying

The following information can be downloaded from the above website:

- Safe to Learn: Embedding anti-bullying work in schools (2007):
- Cyber-bullying Guidance and Resources. Safe to Learn
- Cyber-bullying Summary Leaflet
- www.antibullying.net/cyber-bullying1.htm for an Information Sheet for Teachers and other Professionals who work with Young People
- Beatbullying Rochester House London SE19 2AT 020 8771 3377 www.beatbullying.org
- Anti-Bullying Alliance National Children's Bureau 8 Wakely Street London EC1V 7QE 020 7843 1901 www.anti-bullyingalliance.org.uk

7 REPORTING BULLYING

Pupils are encouraged to report all forms of bullying, whether carried out by another pupil or by an adult. The hope is that by reporting the problem in the first instance, this will become the first step in empowering the victim to overcome the bullying through the defined stages that will then be put into action. Whenever a pupil experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. Information can be reported to a member of staff, a tutor, a Director of Learning, Pastoral Support

Manager or a member of Senior Management. All staff should first immediately secure the safety of the young person before following the school's procedures.

For cases involving KS3 pupils, we have number of peer mentors who would be appropriate people to tell. The peer mentor would then be expected to communicate the information to the pupil'.

When a problem occurs outside of school and immediate advice or support is required, Childline, for example, would provide an alternative, particularly if a child did not feel comfortable discussing the matter with a parent, family member or carer. The school would hope that the child would feel able to discuss the matter with a member of staff upon their return to school.

Teaching and non-teaching staff, who feel that they are being bullied in the workplace, either by a staff member or by a pupil, can report their concern to their line manager or Headteacher. If such managers are involved, staff may contact the Chair of the Governing Body.

Ensuring children are aware of this policy & actions they can take

Children in the school should be made aware of what they should do if they are being bullied. The emphasis should be 'Please do not suffer in Silence'

Children should be made aware that email accounts have been set up for pupils for each year group to email problems of bullying/racism to. This is to be used if pupils feel unable to mention an issue directly to a member of staff in full view of their peers.

Guidance about this policy and what children should do if they are being bullied should be readily accessible to children throughout the school, see **Appendix 1**.

8 RESPONDING TO BULLYING

Sacred Heart High School adopts a three-stage approach to dealing with bullying:

8.1 Stage 1 - Prevention

Sacred Heart aims to create a safe learning environment and anti-bullying culture.

Bullying is a **whole school** issue. Every member of the School Community is responsible. The issues of behaviour, good order and bullying should form part of regular discussion and review:

- In PSHE, class work (e.g. R.E., English, Drama, PE) and by the School Council, Staff, Parents and Governors. PSHE lessons
- At Parent Information Evenings e.g. Internet Safety
- During Anti-Bullying Week in November
- During Safer Internet Week in February/March
- Through regular surveys to evaluate the current climate of the school
- By Restorative Justice training
- As part of Peer Mentor Scheme

The school also seeks to discourage bullying by:

These measures include:

- Year 7 pupils signing an Anti-Bullying statement at the transition stage

- School Council designing an Anti-Bullying Charter and ensuring that all tutor groups are able to review the charter before a final copy is distributed
- Whole school Anti-Bullying Ambassadors appointed in the Sixth Form
- pupil supervision at non-lesson times
- providing safe places for vulnerable pupils to go at break times and lunchtimes e.g the Library or Study Support Centre (G4) and Kairos Centre
- supervision of corridors between lessons
- opportunities for pupils to discuss bullying issues as part of PSHE lessons and School Council,
- All pupils will receive guidance on appropriate use of the internet and the consequences of misuse.

8.2 Stage 2 – If bullying takes place

(The same line-management / support structures as for all incidents of achievement and behaviour)

Bullying can occur in a variety of forms and with varying degrees of severity. The detection and subsequent positive dealing with the more covert types of bullying may not be always straight-forward. Many of the standards and expectations have been listed in the Behaviour for Learning & Living in a Sacred Heart Community Policy and should guide us here also.

Recording

The 'victim' should record the incident or series of events in writing and have the opportunity to talk through the situation with an adult.

The 'bully' should also record the incident or series of events in writing and have the opportunity to talk through the situation with an adult.

The member of staff dealing with/investigating the incident should record the information on blue slips and pass the blue slips and the written accounts (both sets - photocopy if necessary) on to the form tutor(s) via the Head of Department where appropriate.

The form tutor(s) should inform the Pastoral Support Managers/Director of Learning and through negotiation compile letters to be sent to PARENTS of both the 'victim' and the 'bully'.

Pastoral Support Managers have a duty to log and record all incidents of bullying that are connected with protected characteristics (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and also all those classed as cyber-bullying. The school has a public sector equality duty, annually to report publically on the number of bullying incidents relating to protected characteristics.

The PSMs will maintain a 'Bullying Logbook', overseen by the Director of Learning/Assistant Headteacher responsible for each Key Stage with responsibility for the Anti-Bullying Policy.

Parents should be contacted to discuss the bullying either by telephone or in person (depending on the severity of the situation). A record of these conversations should be recorded on a green parental interview form.

Strategies to support the victim will need to involve the form tutor and the parents. The school may wish to utilise older pupils in the School or outside agencies to help.

The Restorative Approach

After initial investigation and where appropriate, the Restorative Approach may be used first. This encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators, by increasing their understanding of the difficulties caused by bullying, and encouraging perpetrators to take responsibility for their actions.

It may be appropriate to monitor the situation in the first instance, and work closely with parents and the victim to discuss if any action should be taken. It may be appropriate to hold a Restorative Justice meeting with all those involved. This might mean asking pupils, staff and parents to share their views within a meeting with a facilitator who would ensure that all participants were able to say how they had been affected by the bullying behaviour and what needed to change. As a way forward, if thought appropriate and agreed upon, a contract would be written between the pupils.

There would then be a series of meetings held between those involved and the Pastoral Support Managers to ensure that the contract was working and that problems had not re-emerged.

Every effort should be made to resolve the problem for the bully and this may include the use of outside agencies where appropriate.

8.3 Stage 3 – Beyond the Restorative Approach

If the nature of the bullying is severe, or if those involved do not keep to the agreements made at Restorative Justice Meetings, or repeat bullying behaviour towards other individuals, the matter will be treated as defiance. The school would then use a range of sanctions, including loss of break time/lunchtime, after school detentions, internal exclusion or in extreme cases, fixed term or permanent exclusion.

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if 'there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to the Local Authority, Multi Agency Safeguarding Hub team and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying.

As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law and other measures have been unsuccessful in preventing its recurrence.

9 SANCTIONS

The bully may need to have sanctions applied as for the School Behaviour Policy. In severe cases, and always in the case of physical violence, the Headteacher may wish to exclude the bully. (As with all exclusions the merits of each individual case will be considered)

Every effort should be made to resolve the problem for the bully and this may include the use of outside agencies where appropriate.

The school reserves the right in particular instances to exclude, including permanent exclusion, perpetrators and accessories to cyberbullying. Where applicable, the police or local authorities will be involved.

10 MONITORING THE POLICY

The measures taken and sanctions imposed will be recorded and used to inform pastoral staff of trends, or to indicate which measures are most successful in ensuring that further bullying is prevented. This will be logged on the school's Inclusion Drive.

As part of evaluating the effectiveness of our policy pupils will be asked to give their views as part of learner voice activities through PSHE and School Council

11 MAKING A PARENTAL COMPLAINT

If a parent is not satisfied with the way a bullying issue has been addressed, the appropriate Assistant Headteacher should be contacted. If the matter is still not satisfactorily dealt with the Deputy Headteachers will be involved and if necessary, then also the Headteacher.

If the steps prescribed above have not fully resolved parents' or carers' concerns about bullying, the Governors can be contacted directly through the email address provided on the school website.

12 RATIFICATION

This Policy has been approved and ratified by the Headteacher and the Ethos Committee of the Governing Body on 7 February 2018. The Policy will be reviewed for February 2020.



Mrs M Doyle, Headteacher



Jacqui McShannon,
Chair of Ethos Committee

References

'Preventing and tackling bullying Advice for Headteachers, Staff and Governing Bodies, July 2017'; Cyberbullying: Advice for Headteachers and School Staff, 2014; and Advice for Parents and Carers on Cyberbullying, 2014.

'Prevalence and incidence in the study of antisocial behaviour: definitions and measurements' Olweus, D. In: Klein, M. W. 'Cross-national research in self-reported crime and delinquency' (1989)

'Bullying involving Children with Special Educational Needs and Disabilities' DCSF 00419-2008

Appendix 1: Guidance to Children



SACRED HEART BULLYING POLICY

All people within the School Community should be treated with dignity and respect. That means not putting up with any form of bullying.

As a whole school community we will work to ensure this is a well ordered and safe place to be and work. That means all people working together to prevent bullying. Staff will maintain a presence in the corridors between lesson changeovers. During break and lunchtimes, staff on duty will pay particular attention to patrolling the form rooms and toilet areas.

As a School we believe that people will take a stand against all that undermines the dignity of self and others; that means telling an adult if someone is being bullied. Not taking action is like saying that you approve of the bullying. Staff will act to stop bullying.

We also believe that people should develop a concern for others; that means not allowing your friends or people in your group to be bullied or be bullies.

Sacred Heart High School is your School. We believe all should enjoy their years here and leave with a sense of their own giftedness and achievement. That cannot happen if we allow poor behaviour or bullying to interfere. The Pupil Leadership groups are trained to inform a member of staff if bullying is suspected. Ensure you play your part in making this School a place to enjoy life!!

ACTION ON BULLYING

Tell an adult you trust (this could be your parents, Personal Tutor, Head of Year or Pastoral Support Manager, Assistant or Deputy Head Teacher, the Chaplain or the School Counsellor)

If you prefer, you can send an email to one of the anti-bullying email addresses:

- **bullyingY7@sacredh.lbhf.sch.uk** (for Year 7 pupils),
- **bullyingY8@sacredh.lbhf.sch.uk** (for Year 8 pupils),
- **bullyingY9@sacredh.lbhf.sch.uk** (for Year 9 pupils),
- **bullyingY10@sacredh.lbhf.sch.uk** (for Year 10 pupils), and
- **bullyingY11@sacredh.lbhf.sch.uk** (for Year 11 pupils).

REMEMBER:

- You will be listened to and taken seriously
- You will be involved in discussing how the situation will be dealt with
- It will be investigated and appropriate, sensitive action will be taken
- The aim of the action will be to stop the bullying situation and restore self-esteem and confidence
- Parents will normally be contacted to ensure you receive support at home