



St Benet Biscop Catholic Academy

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Introduction

At St Benet Biscop Catholic Academy, our ethos ensures that we promote a caring, loving and safe environment for all. We want our pupils to feel secure, valued and respected. Incidents of bullying are not tolerated, and any known incidents of bullying will be responded to quickly and efficiently. We aim to work together with pupils, parents and carers to resolve and prevent incidents of bullying.

Within school, we provide all children with the knowledge and understanding to enable them to recognise bullying and respond in a positive and appropriate manner. In addition, we ensure that all parents and carers are kept up to date with anti-bullying information.

We recognise and respond to the following legislation in this policy: Equal Opportunities Rights, Education Act 2002, Human Rights 1998, Health and Safety at Work Act 1974, The Local Government Act 2000, Disability and Discrimination Act 2003, Anti-Social Behaviour Act 2003, Equality Act 2010. We also refer to guidance from Working together to Safeguard Children 2015.

What is Bullying?

We feel that it is important to teach children the definitions of bullying. In this way, they can identify when bullying is occurring and respond appropriately. It is also important for children to recognise that although an accident or isolated incident may be hurtful it is not a form of bullying.

Bullying is:

- **a sustained or repeated action taken by one or more children, with deliberate intent to harm.**

This behaviour results in having a negative effect on the emotional or physical well-being of the child. Types of bullying include but are not limited to: verbal, emotional, physical, cyberbullying or discrimination.

At St Benet Biscop Catholic Academy, children and parents can be assured that we do not tolerate bullying of any form. As our Catholic ethos underpins all decisions in our school, we believe that each individual deserves respect as we are all unique, created in God's image and called to work for the common good. Therefore, we do not tolerate discrimination of any of the nine protected characteristics: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation as stated by the Equality Act 2010.

Bullying is not:

- **one off, rude or mean behaviour.**

Whilst this is sometimes hurtful to an individual, it is not bullying if it is not repeated over time and deliberately intended to harm.



Raising Awareness

At St Benet Biscop Catholic Academy, we have ongoing strategies to raise the profile of anti-bullying within our school community:

- Our school assemblies highlight the importance of love, respect and care for one another.
- Staff meetings focus on anti-bullying and mental health.
- As a school, we support 'Anti-Bullying Week'.
- We promote diversity and respect within daily school life, in lessons and clearly on our displays.
- We promote a strong pupil voice through our School Council, in our class assemblies and in our parent newsletters.
- Effective school leadership that promotes belonging for all. We celebrate our differences and show respect for all members of our school community.
- Students understand and develop their role as active and responsible citizens and are equipped with the skills to challenge discrimination.
- Use of curriculum opportunities, in particular tutor periods and Core Studies lessons where issues of diversity and bullying are discussed. Children and young people learn to understand the impact of bullying, why people bully and where to report incidents involving them or their peers.
- Assemblies, Core Studies lessons and form time activities ensure children and young people clearly understand and can define bullying, know that all staff are trained to support them and that they have a platform to discuss anything affecting their health and well-being.
- Heads of Progress and Student Support Managers provide one to one and group sessions to promote resilience, confidence and self-esteem.
- Whole school assemblies
- Student surveys
- Poster campaigns
- Improved supervision in potential problem areas
- Peer mentoring and Buddy Schemes
- Assertiveness training
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school
- Child-on-child abuse is a scheduled item on the staff safeguarding training programme which clearly identifies risk factors, signs of abuse, advice, guidance and actions.
- We actively seek to raise awareness of and prevent all forms of child-on-child abuse by educating governors, our senior leadership team, staff, students, and parents about this issue.

If there are incidents of bullying, all concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our academy environment.

Any response will:

1. Include a thorough investigation of the concern or allegation, and the wider context in which it may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident. (It may be appropriate for the police and/or children's social care to carry out this investigation).

A clear account of the incident will be recorded by a Student Support Manager, Head of Progress or DSL who will investigate the incident by interviewing all concerned and record outcomes



2. Students who have allegedly experienced the abuse will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support to restore self-esteem and build confidence.
3. Treat all students involved as being at potential risk – while the student allegedly responsible for the abuse may pose a significant risk of harm to other students, they may also have considerable unmet needs and be at risk of harm themselves.
4. Take into account that the abuse may indicate wider safeguarding concerns for any of the students involved and consider and address the effect of wider sociocultural contexts – such as the child's/children's peer group (both within and outside the school); family; the academy environment; their experience(s) of crime and victimisation in the local community; and the student/students' online presence.
5. Students who have bullied will be helped by discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed (where appropriate to do so) to help change the attitude and behaviour of the student.
6. We will consider what changes may need to be made to these contexts to address the student/students' needs and to mitigate risk, and – the potential complexity of child-on-child abuse and of student's experiences, and consider the interplay between power, choice and consent.
7. While students may appear to be making choices, if those choices are limited, they are not consenting, – the views of the student/students are affected.
8. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL/appropriate member of the safeguarding team will discuss the proposed action with the student/students and their parents/carers and obtain consent to any referral before it is made where possible. Parents will be kept informed and are discouraged from taking matters into their own hands.
9. We will manage the student's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any student who has allegedly been abused, and to give that student as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported
10. We will ensure that a safeguarding response is in place for both the student who has allegedly experienced the abuse, and the student who has allegedly been responsible for it (and the additional sanctioning work may be required for the latter).

A Positive Approach

Pupils are educated and informed to support understanding of the definition of bullying and how we implement our Anti-bullying policy.

They are aware of how to keep themselves safe and also know strategies to help friends or peers in need of support through positive promotion of 'bystander awareness.'

Students - 'Bystanders' and 'Upstanders'

Bystanders - someone who witnesses bullying, either in person or online, is a bystander. Friends, students, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders. People



who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care or they agree with what is happening. There are many reasons why a bystander may not interject, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying. There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g. changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – teachers, school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

Children are taught the value of friendship and how to treat others with mutual respect. They will recognise their own fears, insecurities and worries, and value themselves and others as individuals. Self-esteem and behaviour lessons will be taught in conjunction with behaviour and safety issues and not be viewed as separate topics.

Children work on the school rules at the start of each academic year which place the importance of eliminating bullying through affirming positive behaviour.

Consistency by all staff on agreed strategies must be implemented without exception to ensure the policy aims are met.

Responding to Incidents of Bullying

Responsibilities of Staff:

Our staff will:

- Foster in our pupils' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- All staff on duty will respond to reported incidents by speaking to all parties concerned.
- Report suspected cases of bullying to the class teacher in the first instance and in the weekly incident log which is shared with all staff.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Record all incidents of suspected bullying.



Responsibilities of Pupils:

- We expect our pupils to:
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- Use the class 'worry boxes' if they feel they cannot speak directly to a member of staff.
- Speak to a member of staff prior to home time on the day that the incident has occurred in order for it to be logged and reviewed.

Responsibilities of Parents/Carers:

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher in the first instance or another trusted adult in school.
- Explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, try to ascertain the truth and resolve the situation.
- Respect confidentiality of all parties involved, including pupils, parents and staff in line with St Benet Biscop Catholic Academy

Recording Incidents of Bullying

All staff must respond to bullying incidents using the agreed protocol below and inform the Deputy/Headteacher.

Recorded incidents must be added to the weekly incident log and/or CPOMS. It must then be shared with the wider staff in weekly briefings.

Incidents requiring action should be clearly stated and referred to, showing when appropriate responses have been met.

Incidents concerning racism, HBT or sustained bullying must be reported to Headteacher, logged and shared with the wider staff in briefings.

All staff should respond to wider class incidents, as they see fit, during PSHE lessons, in quality circle time, in class collective worship, in Key Stage or whole school assemblies or during whole class discussion.



Strategies to Respond to Bullying

Some or all of the following may apply depending on the severity of the circumstances and age of the pupils involved. This is to be decided in conjunction with the child's class teacher, senior members of staff and parents where appropriate.

- Discussion with the pupils concerned to listen to and record their views.
- Investigate any incidents with all parties in an attempt to ascertain an accurate recount of the events.
- Inform senior members of staff or parents when necessary.
- Pupil may be unable to play with their peers at break times/lunch times for an agreed length of time.
- Where appropriate, a verbal or written apology will be shared with those involved.
- Pupil may be removed from a lesson to another classroom, lesson remove or with a senior member of staff.
- Pupils may be given a named member of staff as a direct point of contact.
- Where appropriate, to respond to wider issues, staff may address concerns during collective worship, group discussion or in specific assemblies.
- Pupils or their families may be offered the services of a counselling service.
- Pupils may be offered the opportunity to work with external agencies such as HINT Team, NSPCC, Clennell Education Solutions etc in an attempt to develop resilience or educate).
- Parents may be asked to remove their child from school the day of the incident.
- Pupils may be excluded from lessons for the remainder of the day.
- Pupils may be suspended for a certain period of time as agreed upon by members of the governing committee.
- Following a formal meeting with parents and professional agencies, pupils may be considered for a managed move to another school.
- Following severe or persistently repeated incidents, pupils may be permanently excluded from the school.
- Pupils initially maybe verbally warned about their behaviour

Child on Child Abuse

A clear boundary between incidents regarded as abusive and incidents regarded as bullying is a matter of professional judgement. Designated Safeguarding Leads and One call and police colleagues can offer information or guidance to help staff if they feel that they are unable to make a judgement.

Child on child abuse can appear in many forms and include, but are not limited to: physical abuse, sexual abuse, emotional abuse, sexual exploitation, bullying or radicalisation.

Incidents of suspected peer on peer abuse must be immediately reported to the Headteacher or deputy safeguarding lead following the procedures outlined in Safeguarding policy.

Monitoring and Review

The Headteacher, LGC and staff will regularly review and monitor the implementation of this policy. Any changes will be shared with staff, parents and pupil representatives.