

# ST. PAUL'S CATHOLIC SCHOOL

## ANTI BULLYING POLICY

*“This is what the Lord asks of you,  
to act justly, to love tenderly,  
and to walk humbly with your God”  
(Micah: 6 – School Prayer)*

### 1. Background & School Catholic ethos

1.1 The mission of our school is expressed through the words of our School Prayer. As a school community, we endeavour to live out in practice these words. We focus on the common dignity that we all hold as children of God, created in his image and likeness. We focus on ‘Respect’ of myself, others, our community.

1.2 To enable this, the school believes that all its pupils have the right to learn in a positive and safe learning environment in which students demonstrate good attitudes to their education and have mutual respect for staff and peers alike.

1.3 This school has a clear Behaviour Policy on the promotion of good behaviour, in which it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

1.4 The Equality Act 2010 requires schools to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act for those who have protected characteristics covering age, disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation. The school will advance the equality of opportunity between people who share protected characteristics and people who do not share them.

1.4 It is important that the school has a clear written policy to promote this belief, where both pupils and parents/guardians are confident that any bullying complaints are dealt with firmly, fairly and promptly.

### 2. Definition

2.1 **WHAT IS BULLYING** The Anti-Bullying Alliance describes bullying ‘as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.’ (2020)

2.2 Bullying is the use of aggression with the intention of hurting another person and results in pain and distress to the victim. A distinction must be made between a one off act, although equally wrong and to be dealt with accordingly and physical or non-physical acts that happen several times on purpose. (STOP)

2.3 Bullying can be motivated by prejudice against particular groups e.g. because of race, religion, gender or sexual orientation (homophobic, biphobic and transphobic), special educational needs or disabilities; because a child is in care, adopted or has caring responsibilities. It may be motivated by actual differences between children or perceived differences.

2.4 Bullying can take many forms, both physical and non-physical, either in combination or isolation.

### **PHYSICAL**

A child can be physically punched, kicked, hit, spat at, etc.

**VERBAL** Verbal abuse can take the form of name-calling or hurtful comment. It may be directed towards gender, sexual orientation (homophobic, biphobia and transphobic) ethnic origin, racial, religious faith, physical/social disability, or personality, etc.

### **CYBER**

Rapid development of and widespread access to technology has provided a medium for 'virtual' bullying, which can happen at any time of the day, with a potentially bigger audience and more accessories as people 'like' 👍 or forward on content at a click. This may be the uploading of images/video without permission, inappropriate and hurtful comments on networking or gaming sites, text messages, instant messaging, emails etc.

### **EMOTIONAL & RELATIONAL**

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, making it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, physical, psychological (knowing what upsets someone) deriving from an intellectual imbalance, or by having access to the support of a group or capacity to socially isolate. A child can be bullied simply by being excluded from discussions/activities (social isolation) with those they believe to be their friends, threats of violence, online isolation or by challenging looks.

### **DAMAGE TO PROPERTY OR THEFT**

Pupils may have their property damaged or stolen. The bully may use physical threats in order that the pupil hands over their property to them.

2.6 We recognise that bullying can take place pupil-to-pupil, adult to pupil, pupil to adult and adult-to-adult.

## **3. Preventing Bullying**

3.1 Our school ethos summed up in our School Prayer and Mission Statement demand of both staff and student's good behaviour and actions that build up a community based on respect, justice, humility, love for ourselves, and neighbour. This is particularly highlighted through our 'Respect' focus. All School Staff are expected to contribute to the ethos of the school through their professional workplace conduct including dealing with other colleagues.

The image of Jesus the Good Shepherd is of paramount importance for the management and development of all members of the school community.

3.2 Our School expectations & our supportive system of discipline, Choice-Chance-Consequence allow staff and students to have a clear understanding of how our actions affect other people. All staff put into practice the School's Teaching & Learning Protocols firmly embedded into classroom management, ensuring that all staff follow a firm but fair discipline structure, which is consistent and easy to understand and follow.

3.3 All staff undertake anti-bullying and Safeguarding training annually and new staff as part of their induction process.

3.4 The School uses the Arbor system of 'Praise' and 'Consequence' points to celebrate the success and efforts of students, as well as tracking behaviour concerns. The school holds Upper, Middle and Lower School awards ceremonies for academic and pastoral achievement, Termly Year Group achievement assemblies, departmental achievement badges and letters/postcards home allow contributions to the school community to be recognised. This encourages a sense of respect and pride in the school community.

3.5 We will not use any teaching materials or equipment, which may give a bad or negative view of any group because of their faith belief, ethnic origin, sexual orientation, gender etc.

3.6 Our PHSE & RSE programme encourages pupils to reflect on how they get on with one another and how to form positive relationships. The programme features anti-bullying and safer internet sessions delivered to each academic year group annually. Year group and full school assemblies led by Progress Leaders, Chaplain, School Council or Senior Leaders reinforce these, highlighting cyber-bullying and bullying outside of school. Our Sixth Form compulsory General RE curriculum contains modules on inter-faith dialogue and reflection upon the shared values that major religious faiths have in common.

3.7 Advice Posters- each Classroom has a poster, which gives the definition of bullying and clear advice on what to do in the event of anyone feeling that they, are being bullied. This advice can be found on the school website [www.st-pauls.leicester.sch.uk](http://www.st-pauls.leicester.sch.uk) and is highlighted to new students on their arrival into the school community.

3.8 For students that wish to report an incident of bullying anonymously a secure box is situated outside Room 108 and the Chaplaincy. The Chaplaincy team checks this 'STOP' box daily and the content reported to Year Heads. Similarly, an e-mail address is provided [STOP@st-pauls.leicester.sch.uk](mailto:STOP@st-pauls.leicester.sch.uk)

3.9 Advice for parents on bullying is shared through email, on the school website and advice leaflets available at the School reception and at parent evenings. A parent can email the school with any concerns using [STOP@st-pauls.leicester.sch.uk](mailto:STOP@st-pauls.leicester.sch.uk) or feel confident that they can share concerns with the Form Tutor, Year Head, Senior Mental Health Worker, Student Support or Chaplain.

3.10 Our teaching and learning promotes difference and diversity aiming to foster good relations between people who share protected characteristics and those who do not share it. (Equalities Act 2010) This is celebrated during our twice annual diversity weeks. We use Ten Ten resources to deliver RSE which contains sessions on homophobic, biphobia and transphobic bullying. Throughout Key Stage 3 lessons in RE, students study other world religions comparatively and for GCSE particular focus is given to Judaism. Emphasis is placed highly on tolerance and respect for people's differing beliefs.

3.11 The school takes part in the annual national Anti-bullying Week with form prayers, assemblies and PHSE sessions.

3.12 The School Student Council offers feedback and suggestions in undertaking anti-bullying initiatives, which include regular student questionnaires containing questions about bullying. Trained and supervised students from Key Stage 4 and 5, work alongside students in Key stage 3 through peer mentoring, another avenue for younger students to confide in. A

group of students are trained Anti-Bullying Ambassadors through the Princess Diana Awards scheme.

3.13 Form tutors work to build up good and open relationships, especially during annual 'Think Days' and ensuring that they can be of assistance to any of their students who wish to confide in them. Similarly there are a good number of Support Staff with an open door policy, who without a timetable, are freely available to confide in.

3.14 Students are encouraged to show respect to all in our community, reflecting the dignity of each member as created by God as an individual. Students are encouraged to care for one another and show responsibility in informing a member of staff if they witness an incident that they suspect is bullying. Our Sixth Form Prefects & Year 10 mentors are trained to be on the lookout for vulnerable students and understand the necessity of reporting any concerns to the Chaplaincy or Sixth Form Staff. This encourages students to not be bystanders but to start telling other people (STOP).

3.15 The community in order to minimise opportunities for bullying, provide increased security in highlighted areas, including a staff presence at break and lunchtime and CCTV cameras in strategic places i.e. at the entrance to each of the toilets. Lunchtime Supervisors report any concerns to a member of the Senior Leadership Team or to Progress Leaders as suitable. Senior Leadership Team members and other staff are visibly present at lunchtime in key areas such as the field, Dining Room, Courtyard, Games Area and Learning Plaza.

3.16 There is a clear mobile phone policy that is strictly adhered too, with computer use regularly monitored by software and trained technicians. Limited access to technology for some students may be required as a sanction.

3.17 Low level disruption and use of offensive language is challenged and not dismissed as banter.

3.18 Under the Education & Inspections Act 2006 Section 90 & 91 Head Teachers have specific statutory power to discipline pupils for poor behaviour outside of the school premises. This may include bullying incidents occurring anywhere off the school premises. The school, through its home, school, parish partnership works hard with the local community, to provide good avenues of communication for any negative behaviour outside of school to be dealt with effectively. The Principal may consider it appropriate to notify the police.

3.19 Thus through these strategies and especially in staff conversations with students anti-bullying initiatives are firmly embedded into the life of the school.

3.20 As a school, we treat bullying as a serious offence with serious consequences and take every possible action to eradicate it from our community.

#### **4. When an incident is reported, the following process is followed:**

4.1 A member of Staff will talk to the suspected victim and ask them to write down a statement of what has happened. This may be a Form tutor, Student Support Officer or a designated member of Support Staff.

4.2 The Student Support Officer, Form Tutor, Progress Leader, Chaplaincy or other designated member of staff will then ask the suspected perpetrator and witnesses to write down what has happened. Progress Leader is now fully involved in the process.

4.3 Details are entered onto CPOMS (Child Protection Online Management System) with the box 'Bullying' highlighted and sent to the Year Head. This will automatically alert the Anti Bullying Champion, the Chaplain and the Designated Safeguarding Lead, our Deputy Head Teacher.

4.3 Year Head with Form Tutor and/other Support Staff if needed may decide that this is not an incident of bullying and therefore work towards mediation and reconciliation between students. Parents may be involved in this instance as appropriate. CPOMS is updated.

4.4 If any degree of bullying is identified, then the following actions will be taken. Progress Leader to inform parents/guardians of both victims and perpetrators, with a clear plan of how the incident will be resolved. Responses are dependent on the type and severity of bullying. Actions are added onto CPOMS.

4.5 The Education Act 2011 provides power for school staff to confiscate a mobile phone or other electronic device and those authorised by the Principal may examine data or files, deleting where there is reason to do so. If there is a suggestion that there is evidence of a criminal offence then the Designated Safeguarding Lead should give the mobile phone to the police.

## **5. Responses to Bullying**

5.1 Year Head or SLT will give an official school warning to perpetrator to stop offending.

5.2 Year Head involves Senior Leadership link in discussing an individual discipline plan for perpetrator. This can include an official school warning to the student escalating along the Pastoral Support Plan route.

5.3 The sanctions implemented reflect the seriousness of bullying. Various suitable discipline sanctions are put into place including after-school detention, isolation, internal exclusion and fixed term suspension. An emphasis will be placed on educating the perpetrator of the seriousness of bullying and the consequences that occur because of this action. Other agencies may be used to support the perpetrator in challenging, understanding and changing their behaviour.

5.4 Help and support, arranged by the Year Head, will be given as appropriate to both the victims and the perpetrators including support or counselling or reconciliation, resilience work with the Chaplain or Student Support Staff.

5.5 If bullying takes place on school's transport the perpetrator will be excluded from travel on that bus for a fixed term period.

5.6 When bullying takes place outside of school, the response of the school is negotiated between parents of both the victim and the perpetrator. Action may include finding the safest and most convenient way for the students involved to travel home.

5.7 If bullying does not stop or there is a re-offence after these measures have been put into place then, after consultation with the Principal, the perpetrator will be suspended from school for a fixed term period.

5.8 If re-offending still occurs, the Principal will exclude the perpetrator for a major fixed period of exclusion. This will automatically result in the perpetrator appearing before a Governors' Disciplinary Committee

5.9 In the most serious of cases, including physical assault, in addition to any other action the school may take, parents will be advised of their right to inform the police. The school will cooperate fully in all enquiries which may follow.

5.10 If such behaviour is repeated, the bully will be recommended by the Principal for permanent exclusion

5.11 If adult to pupil bullying is reported then the Principal would deal with the incident in relation to the Safeguarding Policy.

5.12 If adult to adult bullying is reported then the Whistleblowing Policy is followed.

## **6. Evaluating effectiveness of Anti-bullying Policy**

6.1 Designated Safeguarding Lead to compile bullying incident reports from CPOMS for termly Governor's Committee meetings.

6.2 Year Head and Form tutor supported by Chaplain/DSL implement a programme of monitoring after bullying has been dealt with. This ensures the wellbeing of the victim to feel supported and confident and the perpetrator supported in changing their behaviour and potential underlying issues identified.

6.3 Monitoring of the Bullying log by DSL tracks any repeated behaviour.

6.4 Regular student and parent feedback is sought throughout the year using Student voice and Parent voice surveys, Student Council feedback etc.

6.5 We are committed as a School to being an inclusive, listening and telling community with a responsibility for all – staff, students and parents to report and deal with bullying.

## **8. Annual Re-evaluation and Update of Policy**

The Governors' Mission Committee will review and update this policy annually at their Full Governors Meeting in December.

*"Do all things do build Community."* (St Paul)

February 2024