Anti-bullying Policy

September 2017

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Mission Statement

The Becket is a Catholic school. Our mission is to work in partnership with parents and carers to provide an outstanding Catholic education for all our young people. This means:
• Inspiring and motivating young people to achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities
• Helping young people to grow in the love and knowledge of Jesus Christ
• Developing in young people a deep knowledge and understanding of the Catholic faith
• Practising Gospel values, such as forgiveness and helping those in need, within our school community and in society as a whole.

Galatians 6:1
My friends, if someone is caught in any kind of wrongdoing, those of you who are spiritual should set him right; but you must do it in a gentle way. And keep an eye on ourselves, so that you will not be tempted, too.

1. **Introduction**
The Becket School aims to provide for each pupil an education within a caring Catholic environment. Concern for the individual child is at the heart of The Becket School as we seek to develop the unique talents of each pupil in the traditions of the Catholic Faith. We are a well ordered community, with a happy learning environment, and our code of conduct and our rules are all designed to promote responsibility and mutual respect.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

2 Policy Development
This policy was formulated in consultation with the whole school community with input from
- Staff –both teaching and non-teaching
- Governors
- Parents/carers
- Students

Pupils have contributed to this policy via the school council and discussion with individuals. They have completed a survey related to our Healthy Schools initiative.

The policy has also been quality assured by external consultants

3 Roles and responsibilities
The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

- **The Anti –bullying Co-ordinator** in our school is the Assistant Headteacher responsible for inclusion. The responsibilities of the coordinator are: Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents

- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

There is a nominated Governor with the responsibility for Anti-bullying (Behaviour): Les Sullivan

4 Definition of Bullying
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

http://www.anti-bullyingalliance.org.uk/about-us.aspx

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?
Bullying behaviour can be physical, verbal or emotional and includes:-
- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.
Specific types of bullying include:

Prejudice Related Bullying
Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age

- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include
• bullying related to appearance or health
• bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language
Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.
In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?
Bullying is not confined to the school premises. It can also take place outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-
- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

5 Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Anyone who thinks they are the victim of bullying, or who has witnessed it taking place, is encouraged to report it. If the incident involves children or young people it should initially be referred to the relevant Progress Leader. Students are encouraged to tell someone about any bullying they think is taking place: This can their form tutor, their Progress Leader or a member of the safeguarding team. All members of staff are aware of their responsibility to inform the Progress Leader of any alleged incidents of bullying. Parents/carers, bystanders, staff and visitors are encouraged to report any incident to the appropriate Progress Leader via the school office. It is preferable for this to be in writing but e mails, telephone calls or face to conversations will suffice. People with access to the schools incident report forms should use this method. All allegations will be taken seriously and investigated.

Procedures

All reported incidents will be taken seriously and investigated. All relevant parties will be involved in the investigation. This would usually include the victim(s), the alleged bully (or bullies) and any witnesses. Other agencies that may have relevant information will be contacted – this could include staff that mentor students, Damascus Centre staff, Faith in Families and the like.

- All parties will be interviewed/statements will be collected.
- Parents will be informed. This will be in writing if the student is to be placed on the anti-bullying register.
- A range of responses will be in place to deal with the matter in the most appropriate way. This will involve the victim(s) and the bully (or bullies).
- The school may impose sanctions as it sees fit. This could include detentions or exclusions.
- There will be responses to monitor progress. If the bully is not involved in a further incident, for a period of a term, they will be moved down a stage on the register or removed if at the bottom step.
- The school will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Support will be offered for the victim and the bully. The Damascus Centre is likely to have a major role.

If the incident is deemed to fit the criteria of bullying the student will be placed on the Anti-Bullying Register.

Stage	Definition	Actions
n/a **Stage 0**	Suspected act of bullying, but evidence/intention may be unclear.	• Noted on the student's file for future reference. • Warned about future conduct if appropriate. • A sanction or restorative action may be given depending on the circumstances. **e.g. informal warning, letter of apology, restorative meeting, detention (Reflection can be a sanction for an action if serious, even if the intention to hurt is unclear).** • Parents may be made aware of this sanction/action and informed about the stages of the bullying register.
Stage 1	Clear and evidenced act of bullying with the intention to hurt.	• Student placed on bullying register at Stage 1 • Parents will be informed via a formal letter. • A sanction **will** be issued which is **at least a 60 minute detention** but may be more depending

		on the circumstances/seriousness e.g. RC/IE/FTE.
		• The student's placement on the register at Stage 1 will be reviewed after 3 months.
Stage 2	Repetitive act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 1.	• Student will be moved to Stage 2 of the register • Formal notification will be sent home via a written letter. • The student will receive an appropriate sanction which is **at least one day in Reflection**, but may be more depending on the circumstances**.** • The student's placement on the register at Stage 2 will be reviewed after 3 months.
Stage 3	Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 2 **OR** Bullying incident of a very serious nature.	• Student will be moved to Stage 3 of the register • Formal notification will be sent home via a written letter. Parent meeting to be arranged. • The student will receive an appropriate sanction which is **at least one day in IE**, but may be more depending on the circumstances**.** • The student's placement on the register at Stage 3 will be reviewed after 3 months.
Stage 4	Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 3 **OR** Bullying incident of an extremely serious nature.	• Student will be moved to Stage 3 of the register • Formal notification will be sent home via a written letter. Parent meeting to be arranged. • The student will receive an appropriate sanction which is **at least two days FTE**, but may be more depending on the circumstances**.** • The student's placement on the register at Stage 4 will be reviewed after 3 months.
Stage 5	Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 4 **OR** Bullying incident of an extremely serious nature.	• Student moved to Stage 5 of the register and formal notification will be sent home via a written letter/parent meeting. • Any student on Stage 5 of the register will be required to have a meeting with a school Governor.

| | | | • The student must also attend a daily meeting with a member of the Senior Leadership Team for one half term to ensure that no further acts of bullying occur; this will be reduced to weekly meetings in the second half term if no further acts have occurred. |
| | | | • Failure to comply with these preventative measures and repeat acts of bullying could lead to **longer FTEs and/or permanent exclusion**. |

It may be appropriate, depending on the severity of the incident, for the student to be placed straight onto Stage 2 or 3 of the register. In addition, it may be in the appropriate and in the best interests of a student for more than one warning to be given in order to facilitate a restorative outcome.

There are a range of follow-up strategies the school uses in order to work with the target of the bullying and the perpetrator of the bullying. These include short-courses delivered by the Learning Support Unit, restorative approaches, liaising with external agencies etc. In addition to these follow-up strategies, the anti-bullying coordinator will also meet with the target of the bullying after a period of three months of an incident being placed on the register in order to ensure there have been no further incidents.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff responsible for the Register. The register is currently kept in an electronic form and these are maintained by the anti-bullying coordinator. Other documents, such as go4schools incident referral forms, may be stored in the individuals school file.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. Patterns and trends identified through analysis are used to inform the 'Stop the Clock' programme, LSU short-courses and safeguarding procedures.

The register will be available for the School Governors and any sub committees who wish to view it. Summary statistics from the register are shared with School Governors every half term. The policy will be reviewed and revised as advised by the Governing Body of The Becket School.

Prejudice related incidents of bullying are also recorded in a separate register for monitoring and student disciplinary purposes.

6 Strategies for Preventing Bullying

As part of our commitment to the safety and welfare of pupils we at The Becket School have developed the following strategies to promote positive behaviour and discourage bullying. They are not in any order of importance.

- SMSC provision PSHCE – 'Stop the clock' programme
- National Anti-Bullying Week highlights issues via acts of worship/tutorials
- Student competitions to produce Anti Bullying posters/PowerPoint's
- Internet safety sessions for students. This is also covered in ICT lessons.
- Safer Internet day is promoted in school
- Peer Mentoring
- Student Council
- Acts of worships
- Parent information evenings e.g. Being safe in the virtual world.
- Raising staff awareness
- Information in the student planner/diary
- Use of the Damascus Centre for short courses e.g. behaviour modification, anger-management courses, empathy development.
- Anti-bullying restorative packs in the Reflection Centre
- Anonymous email to report bullying issues

Implemented on: Oct 2017
Reviewed on:
Approved by Full Governing Body: Oct 2017
Next review date: 2020