



Anti-Bullying Policy

Date of approval of this policy:	24.05.2021
Approved by:	Governing Body
Date of next review:	July 2022

Sacred Heart School was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic School in accordance with the canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Diocese of Hallam.

Ethos

At Sacred Heart School we place Christ and the teaching of the Catholic Church at the centre of our lives by integrating Gospel values into every aspect of learning, teaching and the totality of school life.

Vision

As a Christian community, the vision of Sacred Heart School is:

- To empower all children to recognise and fulfil their unique potential
- To celebrate all God's children as individuals, respecting and valuing difference.
- To prepare the children to embrace and contribute positively to our ever-changing world.

Promise

With God's guidance we promise to

- Create a supportive, nurturing environment in which every child is encouraged to explore their potential, to express their individuality and to develop confidence without fear of failure.
- Commit to the continuous professional development of all staff. To ensure our best understanding of each child's needs.
- Deliver a curriculum that is engaging, challenging and fosters independence.
- Lead by example, demonstrating the values of the Catholic Church and respect for all; preparing children for their journey through life.
- Build cooperative relationships with families and the wider community.

Our Strategic Priorities

Organise:

Educational opportunities effectively to create a positive culture for learning.

Plan:

Future goals with a Christian vision which allows everyone to reach their full potential.

Collaborate:

With the school, parish and wider community to share, learn and support.

Nurture:

A Christian community where all share unconditional opportunities for learning and are encouraged to develop wholeness.

Equality Act 2010

In accordance with *The Equality Act 2010*, each person in our school will be given fair and equal opportunities, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

This policy applies to all members of our school community and should be read in conjunction with the school Behaviour Policy, Online Safety Policy and Safeguarding Policy which can be found in the Documents section of the school website.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989.

This policy also has due regard to 'Preventing and Tackling Bullying' (DfE: July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Philosophy

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes, with devastating consequences and with the effects lasting into adult life.

Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life.

Bullying causes harm to those who bully, those who are bullied and those who observe bullying.

Sacred Heart School believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

The purpose of this Policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming (which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of: race; religion; gender; sexual orientation; special educational needs or disabilities; or because a child is adopted; in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies

Bullying may take many different forms which could include:

Physical (*pushing, kicking, pinching and other forms of violence, including threats*)

Verbal (*name calling, sarcasm, spreading rumours, persistent teasing*)

Emotional (*excluding, tormenting, e.g. hiding possessions, ridicule and humiliation*)

Status bullying (*concerned with ranking, leadership*)

Racial bullying (*ethnic origin, language or accents, skin colour*)

Bullying based on disability, ability, gender, appearance or circumstance

Face to face (*in direct contact*) or **Remote** (*e.g. through cyber-bullying, written communication*) or

Indirect (*e.g. by talking about others, posting messages that they can see,*)

Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

(Preventing and tackling bullying Advice for Headteachers, staff and governing bodies July 2017)

Links to resources for parents and young people, to raise awareness of online safety and how to protect themselves, can be found on the school website.

Policy Aims

This Policy aims to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The Policy provides clear guidance on how the school intends:

- To model, encourage and promote positive social relationships
- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, deescalate and /or stop any continuation of harmful behavior
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- To apply reasonable and proportionate disciplinary sanctions to the child causing the bullying
- To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- To safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem.
- To address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- To ensure all staff are trained and supported to enable them to model positive relationships
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

Promoting the message of Anti-Bullying

As a Catholic School, the Gospel Values of Love, Peace, Justice and Forgiveness permeate all we do and are lived out daily.

At Sacred Heart School, we foster a healthy, safe and caring environment for all pupils and staff.

We work hard to promote good behaviour, in line with the school's Behaviour Policy and which is in keeping with the school's values, specifically, 'To Act with Love and Communicate with Respect'. These School Values are on display in every classroom and on large banners in the school hall so that staff are able to refer to them regularly.

Through assemblies and Collective Worship, the children are taught and encouraged to behave responsibly, be kind to each other and to look after each other. Children are encouraged to live out the school motto: Love one another.

We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every November, the children undertake activities in relation to Anti-Bullying Week. This helps to raise awareness of bullying as an issue.

Our PSHE curriculum covers issues around bullying, including Cyber Bullying, and helps the children to understand what is/is not acceptable behaviour, ways to stay safe and where they can go to seek help. We provide sufficient information and support to enable our pupils to make safe choices.

Through carefully chosen literature, such as the class reading book, aspects of bullying might also be discussed and debated by the children. Eg *Wonder* by R. J. Palacio

Through British Values and other work linked to the PSHE curriculum, the children learn the importance of respect and tolerance for each other. We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.

Through our enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.

The school website contains a wealth of information for children, parents and carers, regarding Cyber Bullying and how to stay safe online.

<https://www.sacredheart.sheffield.sch.uk/safeguarding/online-safety/>

Recognising Signs and Symptoms

School recognises the fact that some pupils are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Pupils who are being bullied may demonstrate physical, emotional and behavioural problems.

The following physical signs and behaviour *could* indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other pupils
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Intervention:

a) Support for pupils who are bullied

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

At Sacred Heart School staff will:

- Take time to listen to the child.
- Record all incidents of bullying or perceived bullying on CPoms (Child Protection Online Management System)
- Contact the parents/carer of the children involved
- Provide appropriate support to the child, perpetrator and any other children for whom this may be necessary at the time.
- Follow this through by alerting both the Learning Mentor and Head Teacher to the incident/s.
- Liaise with the learning Mentor to identify any additional, in-school support required or which could be provided eg Mighty Minds sessions.
- Learning Mentor to work with a family where necessary, to ensure the bullied child continues to attend school.
- Head Teacher or learning Mentor will contact any external agencies and work with them to provide additional support if required.
- Head Teacher and learning Mentor liaise with the class teacher to monitor actions taken and determine progress being made or otherwise. This will be monitored on *at least* a half termly basis.
- Bullying incidents will be reported to governors at the termly meeting

Intervention:**b) Support for pupils who bully**

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

At Sacred Heart School staff will:

- Take time to listen to the child who has bullied and try to ascertain what has caused the bullying. For example, were there any specific triggers? Is there a repeating pattern? Is the child who has bullied struggling with any external issues?
- Impose sanctions based upon the School's Behaviour Policy (Appendix A) and make the consequences of repeated behaviour clear (see Behaviour Policy)
- In extreme cases, it may be necessary to issue a Fixed term or even Permanent Exclusion.
- Record all incidents of bullying or perceived bullying on CPoms
- Contact the parents/carer of the children involved

- Provide appropriate support to the child who has been bullying, and any other children for whom this may be necessary at the time.
- Follow this through by alerting both the Learning Mentor and Head Teacher to the incident/s.
- Liaise with the learning Mentor to identify any additional, in-school support required or which could be provided eg Mighty Minds sessions/Anger management work.
- Learning Mentor to undertake restorative justice work with all the children involved, monitor the children's play and behaviour towards each other moving forwards. Create any necessary timeframes for such work.
- Plan of action to be shared with the child's parents/carer.
- Where necessary, Learning Mentor to work with the child who has bullied, alongside their family, to provide support and guidance in helping the child improve their behaviour.
- Head Teacher or learning Mentor will contact any external agencies and work with them to provide additional support if required.
- Head Teacher and learning Mentor liaise with the class teacher to monitor actions taken and determine progress being made or otherwise.
- Bullying incidents will be reported to governors at the termly meeting

Monitoring and following up

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped.

School does not assume that a situation requires no further attention simply because a pupil has made no further complaints.

Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

Use of Sanctions

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that the pupil may have and taking into consideration the needs of vulnerable pupils.

Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the pupil's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour

- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

Sanctions for bullying are intended to hold the pupil/s to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil/s to put right the harm they have caused.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's strategies or sanctions, school may consider excluding the perpetrator from the school. Some pupils who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Responding to incidents of cyberbullying

The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology.

Making the Policy Work

School believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance. In order for any policy to work therefore, staff, children, parents and Governor's need to work together.

School endeavours to ensure that teachers and other adults working with pupils are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely.

Responsibilities

We recognise that *all* members of our school community have a responsibility for challenging bullying – children and young people, staff, governors, parents/carers.

Staff should

- Be consistent
- Investigate and record reported incidents on CPoms, following school procedures
- Keep families updated
- Be vigilant - both in the classroom, playground and school.

The Governing Body will

- Ensure that the policy is being applied across the school.
- Monitor the frequency and types of incidents, as reported by the head teacher.
- Monitor the re-occurrence rate of bullying behaviour.
- Monitor the actions being taken in school to remedy and correct bullying behaviour and its implications.

Parents/Carers should

- Actively endorse and support the Anti-Bullying Policy, by acting responsibly and calmly.
- Support school in encouraging pupil's good behaviour and following the school rules.
- Emphasize to children the importance of appropriate behaviour towards others
- Encourage children to report to an adult, when they or someone else is being bullied.
- Support any sanctions which may be given out and make clear their disapproval of the behaviour.
- Not automatically dismiss the suggestion that their own child could be involved in bullying another child and work positively with us to change behaviour.

Pupils should

- Be responsible for their personal conduct and behaviour
- Support others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive citizenship.
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself.
- Refrain from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

This Policy should be read in conjunction with the following school policies and DfE Guidance documents:

- Online Safety Policy
- Behaviour Policy
- Safeguarding Policy
- Preventing and Tackling Bullying (DfE July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

APPENDIX A

Sacred Heart Behaviour Policy pg5

Inappropriate Behaviour

Sanctions for poor behaviour will be followed as below:

- 1. Issuing a warning**
- 2. Sent to a different classroom**
- 3. Loss of break time or lunch time**
- 4. Providing a written apology**
- 5. Finishing work at playtime (when time has been wasted in class)**
- 6. Sent to the Head teacher**
- 7. Not allowed to attend an after school club**
- 8. Child uses a reflection sheet to think about their behavior. This may be over a few days if necessary.**
- 9. Informing parents, leading to a behaviour card**

Any sanction will be delivered firmly, quickly and with consideration of all individual circumstances. It is important that the child is aware of what they have done and the consequences of their actions to themselves or others. For this reason, one of the sanctions is for the children to take time reflecting on their actions and how these might affect others.

Occasionally it may be necessary, depending upon the behaviour displayed, for a member of staff to jump straight to a higher level of sanction rather than start at number one, listed above.