Rationale

To promote quality relationships between individuals and groups, pupils are encouraged to develop mutual respect and responsibility for each other, respecting the unique contribution which every individual can make to the community.

Through the development of a caring and supportive environment underpinned by Christian values, bullying will be actively discouraged.

Aims of the Policy

1. To provide a clear Policy to which staff, pupils and parents are committed.
2. To promote and foster good relationships between pupils and to promoted preventative measures to tackle bullying.
3. To develop coherent strategies to deal quickly with bullying as and when it arises.
4. To endeavour to ensure the welfare and wellbeing of all pupils.
5. To establish a caring and supportive environment underpinned by Christian values.

Identification of Bullying

All school staff should be watchful, observing social relationships between pupils both in the classroom and in all other areas of the school. Pupil distress or unexplained periods of absence will be monitored.

Pupils should be encouraged to identify cases of bullying and report them to a member of staff.

Parents should alert the school of their concerns by contacting their child's mentor in the first instance or their Year Team Leader. In the case of more serious concerns, parents are advised to contact an Assistant Headteacher.

Records will be kept up to date to help identify victims, perpetrators and patterns of bullying.

Definition of Bullying

What is bullying?

Bullying is behaviour by an individual or group, repeated over time and that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.

Types of Bullying
- Emotional
- Physical
- Racist
- Sexual
- Homophobic
- Verbal
- Disability/SEN
- Home Circumstance

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. [1]

Bullying Outside School Premises

- Where bullying outside School is reported to School Staff, it will be investigated and, where appropriate, acted on. This might include bullying incidents occurring off the School Premises, such as on School or Public Transport, outside the Local Shops, or Town Centre.

- In these cases where appropriate the School will notify the Police or Anti-Social Behaviour Coordinator in the Local Authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a Member of the Public, the Police will be informed.

Structure of Responsibility

- Initial responsibility lies with the member of staff who is made aware of an incident.
- All incidents should then be reported, without delay to the appropriate Year Leader
- All incidents reported will be recorded and stored in a central location
- Year Leaders will take the necessary action required to deal with the incident.
- Repeated incidents will be discussed with an Assistant Headteacher or the Headteacher.

Support/Action

In order to discourage bullying and to support victims, it is essential that swift, firm and standardised action is taken.

First Steps

- Take the incidents or reports of bullying seriously. Do not dismiss the complaint.
- Assess the situation and take the necessary action required as quickly as possible.

---

[1] Preventing and Tackling bullying, (DFE 2012)

- Deal with any minor incidents, reporting both the incident and the action that you have taken to the Year leader.
- More serious incidents must be reported to an Assistant Headteacher, in detail, without delay. <u>Next Steps</u>

  - The Year Team Leader or the Assistant Headteacher will disseminate the relevant information about an incident, and the action taken to the relevant members of staff and parents.
  - Such members of staff may include: Year Team Leaders, Assistant Headteachers, Mentors or, on occasions, all Staff, if there is a situation where everyone should be vigilant.
  - Parents will be informed of their child's involvement in bullying and their co-operation will be expected.
  - Response to bullying will depend on the nature of and frequency of the offence.
  - Victims will be supported by their Mentor who will endeavour to build up the victim's confidence and self-esteem.

Prevention

The school aims to develop strategies to prevent bullying occurring in the first place. This might involve talking to Pupils about Issues of Difference, perhaps in Lessons, through Dedicated Events or Projects, or through Assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The Christian ethos aims to promote good behaviour, where Pupils treat one another and the School Staff with respect because they know that this is the right way to behave. Values of respect for Staff and other Pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Intervention

Disciplinary measures aim to 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.
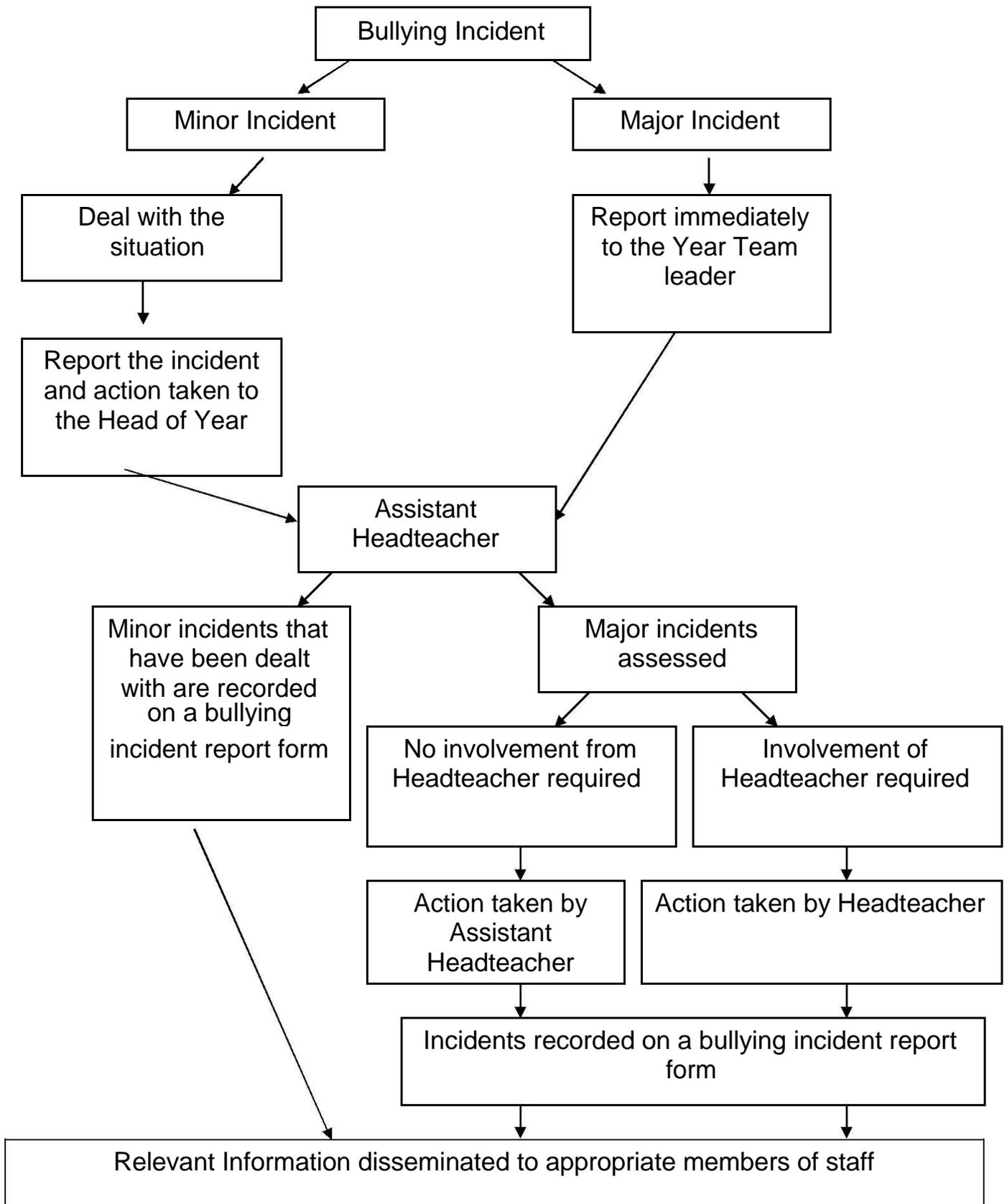
Staff will also consider the motivations behind Bullying Behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Strategies to tackle Bullying will;

- Involve parents, to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;

- Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'Acceptable Use' Policies for computers;

- Implement Disciplinary Sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;

- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as Children Looked After or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable;

- Use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying;

- Provide effective Staff Training.

- Work with the wider community such as the Police and Children's Services where bullying is particularly serious or persistent and where a Criminal Offence may have been committed. Successful schools also work with other Agencies and the Wider Community to tackle bullying that is happening outside school;

- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying;

- Create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination; and

- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Procedure to be followed when dealing with incidents of bullying

Bullying Incident

Minor Incident

Major Incident

Deal with the situation

Report immediately to the Year Team leader

Report the incident and action taken to the Head of Year

Assistant Headteacher

Minor incidents that have been dealt with are recorded on a bullying incident report form

Major incidents assessed

No involvement from Headteacher required

Involvement of Headteacher required

Action taken by Assistant Headteacher

Action taken by Headteacher

Incidents recorded on a bullying incident report form

Relevant Information disseminated to appropriate members of staff

Saint Cecilia's
Church of England School

Bullying Incident Report Form

Date:	Name(s) of alleged bully/bullies
Time:	
Location:	
	Name(s) of alleged victim(s)
	Name(s) of witness (es)

History (has anything happened leading up to this incident?)
Details of bullying incident:

Details of bullying incident (continued):

Continue on an additional sheet if necessary

Action:

CC

| Name: | Signed: | Date: |