



Blessed Robert Sutton  
Catholic Voluntary Academy

## Anti-Bullying Policy

### GDPR & Data Protection

*Data will be processed in line with the requirements and protections set out in the UK General Data Protection Regulation*

Luke 10:27

And he answered, "You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbour as yourself."

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Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is:

**'Academic excellence, spiritual development and social awareness through Christ'**

### Statement of intent

Blessed Robert Sutton Catholic Voluntary Academy aims to provide for each student an education within a caring Catholic environment. Concern for the individual child is at the heart of Blessed Robert Sutton Catholic Voluntary Academy as we seek to develop the unique talents of each student 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.

Students must feel safe and respected if they are to learn effectively. We would expect students 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.

## Contents

1. General Aims.....	3
2. Legislation and statutory requirements.....	4
3. Definitions .....	4
4. Types of Bullying.....	5
5. The Sutton Way .....	6
6. Roles and Responsibilities .....	8
7. Possible signs of Bullying.....	9
8. Preventing Bullying.....	10
9. Procedure for investigating allegations of bullying.....	13
10. Sanctions .....	16
11. Follow Up Support .....	16
12. Bullying Outside of School.....	17

## 1. General Aims

We aim to ensure that all members of the school community – students, subject teachers, form tutors, other pastoral staff, support staff – take active responsibility for the welfare and security of others and helping them feel secure.

We seek to engender an atmosphere of trust, respect and openness within which students tell staff immediately about any incidents, confident that they will be supported and that the matter concerned will be dealt with promptly and sensitively.

If instances of bullying come to light, we believe in dealing firmly with the aggressor and supporting the victim, to ensure that clear messages are understood that bullying will not be tolerated and that it is a core principle that all members of the school community treat each other with consideration, courtesy and respect.

- To assist in creating an ethos in which attending Blessed Robert Sutton is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at Blessed Robert Sutton.
- To enable everyone to feel safe while at Blessed Robert Sutton and encourage students to report incidents of bullying.
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

The objectives of our anti-bullying policy:

- To maintain and develop effective listening systems for children and staff within Blessed Robert Sutton.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve the wider school community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To ensure those who are identified as bullying are provided with the necessary intervention to change their behaviour, as well as the appropriate sanction in line with the school behaviour policy
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations.

## **2. Legal & Statutory Requirements**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policy:

- Behaviour Policy

## **3. Definitions**

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.
- Students with a disability.

We consider bullying to be anything which is:

- deliberately hurtful
- repeated over a period of time
- difficult for victims to defend themselves against

We consider the three main types of bullying to be:

- **Verbal** – name calling, insulting, making offensive remarks
- **Physical** – hitting, kicking, taking belongings, deliberately pushing into
- **Indirect or Covert** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious gossip

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**Bullying is not:**

It is important to understand that bullying is not occasional falling out with friends, name calling, arguments or when the occasional joke is played on someone.

Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. Children who have fallen out cannot expect to be completely isolated from one another and must learn to be in the same environment together without causing any form conflict. We all have to learn how to deal with these situations and develop social skills to repair relationships. However, this does not mean that one-off incidents will not be dealt with, please consult the school behaviour policy for more information.

#### **4. Types of Bullying**

Many kinds of behaviour can be considered bullying and can be related to almost anything. Types of bullying include:

- **Teasing** another student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
- **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

- **Cyber bullying:** the misuse of all areas of internet, such as email & internet chat room, the use of mobile phone eg text messaging & calls and the misuse of associated technology, i.e. camera & video facilities
- **Intolerance of faith** – intolerance of another's religious beliefs or practices

## 5. The Sutton Way & Anti-Bullying at BRS


**I will behave in a way that demonstrates Spiritual excellence by:**


- Respecting other peoples views.
- Participating respectfully in Masses and Religious events.
- Taking an active role in Masses and Acts of Worship.
- Supporting charity.
- Showing Random Acts of Kindness.
- Exercising forgiveness.
- Helping others in need.
- Being a role model to others.

**I will ensure social excellence by:**

- Attending each day and arriving on time for school and lessons.
- Speaking and acting politely and respectfully to all members of the School community.
- Making it easy for other people to achieve and being pleased when they do.
  - Showing **resilience** and communicating a positive image of myself.
  - Moving around the school safely and sensibly.
  - Not allowing bullying to take place.
  - Playing an active part in helping improve the school and the local community.
- Being a role model to others


+





**The Sutton Way**

The school expects pupils to follow  
The Sutton Way



**I will ensure my own academic excellence by:**

- Being organised for learning every day in the correct uniform and with the correct equipment
- Listening to instructions carefully and following them without question.
- Making it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all class and homework.
- Show initiative and be an independent learner - accept advice through feedback from teachers. I will ensure I know how well I am doing and what I need to do to make progress.
- Being a role model to others.

# ANTI-BULLYING @ BRS



**BRS is committed to the following principles to prevent and respond to bullying. Our school:**

- 1. Listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying
- 2. Includes us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
- 3. Respects** - all school staff are role models to others within the school in how they treat others.
- 4. Challenges** - all forms of discriminatory language - including disablist language - is challenged taken seriously.
- 5. Celebrates difference** - difference is actively and visibly celebrated and welcome across the whole school.
- 6. Understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
- 7. Believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- 8. Reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
- 9. Takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- 10. Has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.



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## 6. Roles & Responsibilities

The **Governing board & Headteacher** are responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The **Assistant Headteacher** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

**Heads of Year** are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for students and parents, when more serious bullying incidents occur.
- Ensure that all allegations of bullying are fully investigated and dealt with swiftly in accordance to this policy
- Providing follow-up support after bullying incidents.

**Teachers** are responsible for:

- Being alert to social dynamics in their class.
- Being available for students who wish to report bullying.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's heads of year of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.

**Parents** are responsible for:

- Informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Trust and work in partnership with staff to ensure the child's best interests.
- Supporting staff in their investigation and their judgement of a situation given their training

**Students** are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other students in incidents.



- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.
- Working with the school to resolve the bullying.
- Their own actions

## 7. Possible signs of Bullying

Even where students who are being bullied are too scared to come forward, there are often quite visible signs of bullying:

- items of clothing and property may be damaged or lost more often than normal
- frequent injuries
- student may become withdrawn but reluctant to say why
- the student may often appear tired
- educational attainment may be slowly or suddenly reduced
- the student may always be hungry
- reluctance to attend school
- change of route to school or requests to be accompanied
- money going missing
- depression
- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Students who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues. At this point it is important that staff report any concerns on to **MyConcern**.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the student becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's Head of Year, who will investigate the matter and monitor the situation.

### Bullying as a group behaviour



<b>The ringleader</b>	Starting and leading the bullying but not always the person 'doing' the bullying.
<b>The target</b>	The person who is being bullied.
<b>Assistant(s)</b>	Actively involved in 'doing' the bullying.
<b>Reinforcer(s)</b>	Supports the bullying, might laugh or encourage other people to carry on what is going on.
<b>Defender(s)</b>	Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.
<b>Outsider(s)</b>	Ignores any bullying and does not want to get involved.

## 8. Preventing Bullying

The school will aim to ensure that:

- Prevention is a prominent aspect of its anti-bullying vision.
- Staff are available and willing to listen.
- Deal with all observed acts of bullying straight away and offer the victim immediate support by putting school procedures into action.
- They break up groups of bullies by not allowing them to associate together.

- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one student towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- Staff help the victim not to feel guilty or responsible by reassuring the victim that all forms of bullying are always wrong.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- Use the peer group as a positive resource in stopping bullying.
- Help the bully to realise the hurtfulness of his/her actions
- Look for the reason why the bully bullies.

# IF YOU'RE BEING BULLIED ONLINE



Don't retaliate  
(that's often  
what they want!)



Save the  
evidence  
(screenshot,  
save messages)



Tell someone  
what's  
happening



Report,  
block,  
mute, get  
rid!



Remember  
the problem  
is with them,  
not you



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# IF YOU'RE BEING BULLIED



Tell someone  
you trust



Keep a record  
of what's  
happening



Don't  
retaliate



Surround  
yourself with  
people that  
make you  
feel good



Don't blame  
yourself -  
it is not your  
fault



Be proud  
of who you are



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# IF SOMEONE TELLS YOU THEY'RE BEING BULLIED



Listen



Praise them  
for speaking  
out!



Calmly work  
with them to  
resolve the  
problem



If needed get  
help from  
a trusted  
person



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## 9. Procedure for investigating allegations of bullying

Minor incidents are reported to the victim's Head of Year, who investigates the incident, sets appropriate sanctions for the perpetrator.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgmental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with other students
- Decide whether the incident is isolated, or is a repeat of a previous incident.
- Decide whether the incident is of a very serious nature (e.g. repeated name calling or of a physical nature) or of a less serious nature (e.g. an isolated incident of name calling).

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Head of Year update 'MyConcern incident' attaching all relevant witness statements and information.

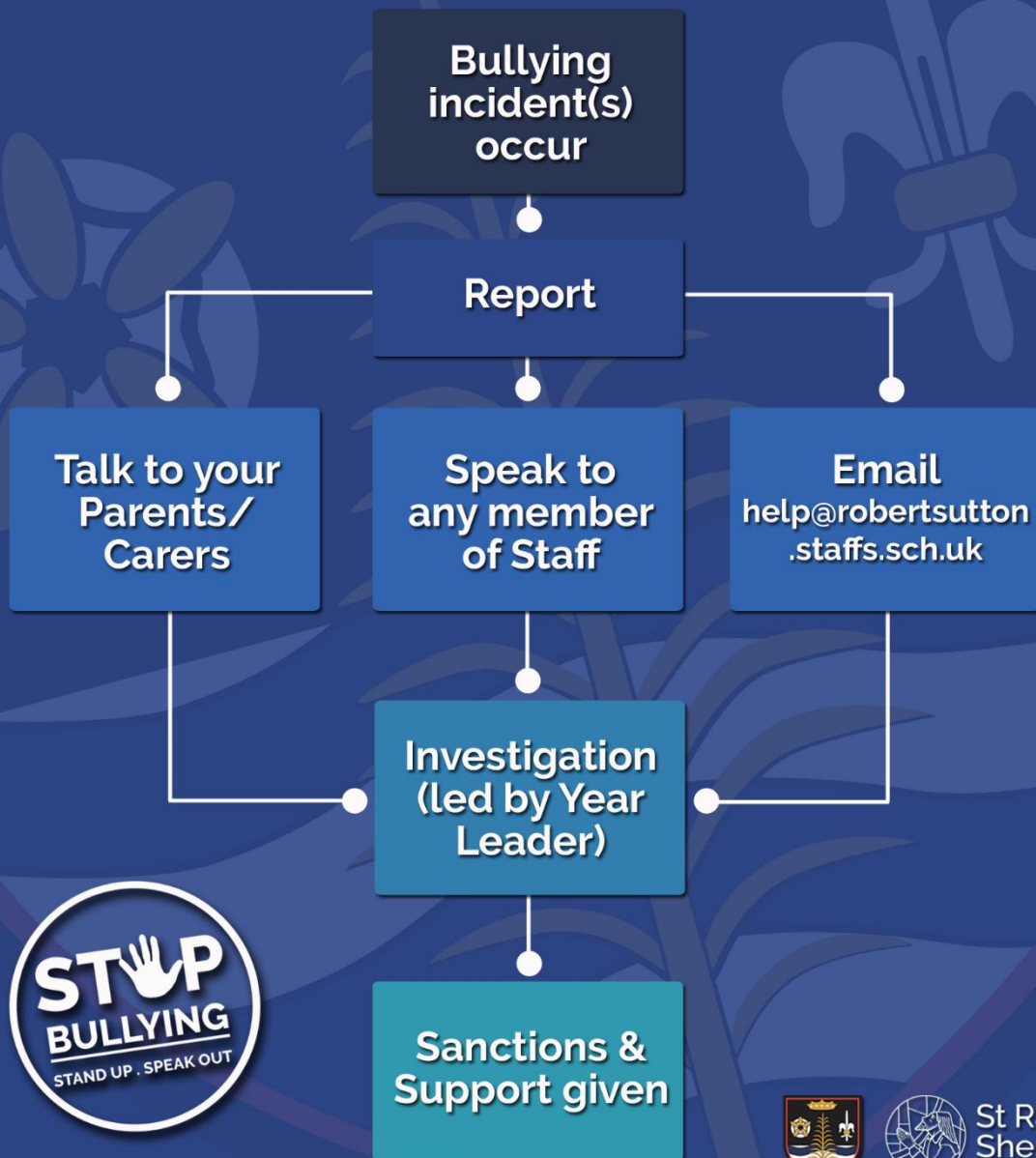
# ANTI-BULLYING @ BRS



**SEVERAL TIMES  
ON PURPOSE**

## Bullying definition:

Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be face to face or online



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# ANTI-BULLYING POLICY @ BRS



A bullying incident is reported to you or  
You witness a bullying incident

Step in to protect pupils

Record on MyConcern & include type  
Inform your Year Leader

Year Leader to investigate

Sanctions & Support given

## Bullying definition:

Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be face to face or online

If you notice a change in a student's behaviour

Record on MyConcern  
It may be down to bullying

Check in with student & offer support



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## **10. Sanctions**

If the Head of Year is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The Headteacher informs the student of the type of sanction to be used in this instance (detentions, isolation, exclusions, etc.) and future sanctions if the bullying continues.

If possible, the Head of Year will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

Parents are informed of bullying incidents and what action is being taken.

The head of year informally monitors the students involved over the next half-term.

## **11. Follow-up support**

The progress of both the bully and the victim are monitored by their Year Leaders.

One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents after the incident.

Students who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their head of year or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Students who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents
- Access resources and work pack available at <https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Students%20Bullying%20Others%20-%20FINAL.pdf>



## **12. Bullying outside of school**

The headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and may be acted upon.

In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a student.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.