

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
ANTI-BULLYING POLICY

This policy should be read in conjunction with the school's, Child Protection and Safeguarding, Behaviour and ICT policies. Where there are staff concerns regarding bullying, reference to should be made to the 'Equal Opportunities in Employment Policy'

Agreed By Governors: 25.04.2017

Reviewed by Full Governing Body 25.04.2017

USE OF ANTI-BULLYING POLICY AT ST. CUTHBERT MAYNE SCHOOL

- 1.1 Our vision of joint Catholic and Anglican education calls us to acknowledge that the Body of Christ is in the school community. We believe that God is incarnate (present) in the 'day to day' life of our school. Our understanding of Christian spirituality is therefore as much about dealing with each other as it is about meeting God.
- 1.2 We believe that each member of our community has a divine origin and an eternal destiny.
- 1.3 We believe that through his Incarnation Jesus affirmed us as whole people and redeemed us through his resurrection.
- 1.4 We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.
- 1.5 These beliefs underpin our approach to the use of the anti-bullying policy and thereby commit us to encouraging all members of our community, staff and students alike, to grow towards human wholeness. The Governing Body aims to meet this responsibility by:
 - Affirming, consolidating and celebrating the achievements of our teachers (Challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school and will be an accepted part of the process)
 - Challenging ourselves, staff and students to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense
 - Supporting staff in this process in a positive manner

RATIONALE

Our Anti-bullying Policy is centrally aligned with our School Mission Statement which states the following;

1. We are a learning Community, rooted in the teaching of Christ. To reflect and share the love of God in our Service and Worship.
2. Our educational vision is to provide an inspirational Christian education which engages, challenges and nurtures our students so that they may live life to the full, now and in the future.

At St Cuthbert Mayne School we aim to provide, for all our students, a caring, friendly and safe Christian environment where they can learn and thrive in a secure and supportive atmosphere. This is highlighted by our Core Values;

- ★ To have integrity and be courageous, compassionate and creative.

These core values underpin how we work as a School Community and the values we look to develop in all members of the Community.

No individual has the right to bully another. We strive to be an open school where there is healthy and honest communication. This means that anyone who knows that bullying is taking place is expected to report it. Preventing and tackling bullying is a high priority and has clear commitment from the Headteacher, Governors, Senior Management and all staff.

WHAT IS BULLYING?

Definition:

GOV.UK suggests that bullying is defined as **repeated** behaviour that is:

- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation.

This is in direct opposition to our Christian belief that all people are to be respected and accorded full dignity as we are all created in the image and likeness of God. A student is being bullied when another student or group of students systematically over a period of time and deliberately single out that student for hurtful behaviour. This can be:

Verbal: Name-calling, taunting, making offensive comments towards gender, ethnic origin, physical, personal or social disability. Intimidation including racially offensive conduct and sexually offensive or homophobic bullying. Confrontation in large groups.

Emotional: Exclusion from discussions / activities, invasion of privacy, spreading rumours, threatening or intimidating behaviour leading to isolating or ignoring individuals.

Physical: Hitting, kicking, pushing or spitting.

Damage to Property or Theft: Taking or damaging others belongings, or intimidating the victim so they give up property or money.

Cyberbullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature; often to threaten, detract or spread rumours about another (see page 6).

Why is it important to respond to bullying?

- ❖ We must strive to treat others with the tolerance, respect and dignity they deserve and look out for one another in our everyday lives.
- ❖ Bullying hurts and diminishes the gift of life; no-one deserves to be a victim of bullying
- ❖ Everyone has the right to be treated with respect; individuals or groups of young people who are bullying need to learn different ways to behave.
- ❖ We have a responsibility to respond promptly and effectively to issues when they arise in school and take action which is proportionate to the incident reported. This is why it is essential that we report bullying when any member of the community comes across it.
- ❖ The school reserves the right to refer serious cases of bullying to the police.

Purpose of our policy...

- ❖ The purpose of the school's Anti-Bullying Policy is to safeguard the safety and happiness of all students.
- ❖ Ensure students can achieve their educational potential in an effective and caring environment.
- ❖ To provide a model of helpful and healthy behaviour for all students.
- ❖ To reduce and prevent incidents of bullying for each child and for families to be confident that incidents will be swiftly followed up and dealt with.

Guidelines for practice

- ❖ All students, parents, staff and governors have a clear understanding of and agree with what the school has identified as bullying.
- ❖ All staff are aware of the procedures to follow when an incident of bullying is reported.

Cyber bullying and ‘Malicious Communication’

This is defined by the Oxford English Dictionary as “the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature”

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 of school. Parents/Carers are urged to regularly monitor their children’s use of internet and mobile phones. Cyber-bullying is a different form of bullying that can happen at all times of the day, with a potentially bigger audience, and more accessories as people are able to forward on content at a click. The Department for Education have given teachers specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones, tablets and laptops. As a school we recommend that students follow the list of rules below to minimise the risk of being a victim of cyberbullying:

- Always respect others - be careful what you say online and what images you send.
- Think before you send - whatever you send can be made very public very quickly and could stay online forever.
- Keep your password to yourself. Only give your mobile and trusted details to close friends.
- Block the bully- learn how to report someone who is behaving badly either online or by text
- Save the evidence- learn how to keep records of all offending messages, pictures or on line conversations. This may be needed if action is taken by your provider or the police.
- Make sure you tell an adult. Check with your service provider how to report it. Tell someone at school if the bully is a member of the school community so that they aware of any issues.

Improper use of electronic communication for ‘malicious communication’ may contravene the law on harassment. In these matters, parents may seek the advice and support of the police. Moreover, incidents of racist bullying will be reported to the Local Authority, homophobic, racial and cultural or religious bullying or bullying of any student is not tolerated at St. Cuthbert Mayne and will be followed up robustly.

Useful websites:

Bullying / Cyber Bullying & Parental Involvement and Support

What are the responsibilities of Parents?

Parents have an important responsibility in actively encouraging their child(ren) to be a positive member of the school community. Dealing with bullying behaviour requires home and school to work in partnership. Parents should raise any concerns about bullying behaviour with the Deputy Year Co-ordinator as soon as possible. Parents should raise any concerns about bullying behaviour directly with the school and not with the parents of other parties involved. The school should always be made aware of any tensions or difficulties so that children can be appropriately supported. The best place to resolve conflicts between children is in school where all sides and aspects of the incident can be explored. Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are asked not to spread stories about incidents. Partial information may cause damage to the individuals involved and to the atmosphere of the school. Parents will be informed of any bullying behaviour involving their child in order for them to support their child and the school in seeking resolution and the restoration of a safe environment for all.

What should parents do if their child believes they are being bullied?

- Avoid blaming anyone, be patient, make time to listen.
- Ask questions sensitively without interrogating.
- Show your child that you care but avoid making them feel more anxious or isolated.
- Reassure the child that they will be supported and to listen to advice from all parties.
- Inform the school and discuss the matter with the Deputy Year-Coordinator for the appropriate year group. It is neither appropriate or acceptable to take matters into one's own hands ie approach the 'bully'.
- Work with the school to find a solution.
- Do not advocate a 'hit back' policy. This may be alien to your child's temperament and make the situation worse.

It is parental responsibility to monitor, control and resolve all issues surrounding student communications during after-school hours, weekends and holidays

If the issue is related to Social Media, please take the time to learn about how your child is using Social Media and discuss their usage of it. In the first instance it would be worth encouraging your child to 'block' particular people. If there are further issues it would be beneficial for the health of your child to remove them from Social Media to avoid any further upset at home

Facebook, Snapchat and Instagram require everyone to be at least 13 years old before they can create an account. Subsequently, students who are currently in years 7 and 8 should not have access to a Social Media account.

The links outlined below are designed to inform and educate parents about social media;

http://www.connectsafely.org/wp-content/uploads/snapchat_guide.pdf

<https://en-gb.facebook.com/help/157793540954833>

<https://help.instagram.com/154475974694511/>

Bullying Incident

1. Staff witness anti-social behaviour directed toward a member of the school community. Staff member immediately prevents the situation from continuing.

2. Staff member to ask questions & establish the situation. A professional judgement is made by staff member with regard next steps:

a. If there is no previous issue then the staff member will reassure the student, provide them with a safe place (dependant on the time of day) ensure that statements are taken from both parties at Student Services. Statements are passed to DYCo who will inform the necessary tutor(s) of the incident.

Appropriate action taken by tutor(s) with regard to consequence. Respective tutor(s) to talk with students in line with Behaviour Policy to ensure anti-social behaviour stops. DYCo to record incident on SIMS (linked docs for the victim. linked docs & behaviour points for aggressor).

b. If there does seem to be previous issues between the student(s) then the member of staff must provide the student with a safe place and alert the relevant DYCo.

3. If 'option B' is chosen then the DYCo will take statements from all parties and try to establish a series of events. If first time coming to the DYCo they will deal (If second time coming to the DYCo then YCo will deal).

4. Choosing 'option B' may also result in the DYCo making contact with home in the first instance and explaining the issue.

5. If 'pathway B' and the incident is a repeat issue then the **YCo** will be informed and take the lead

6. Stage 1: Reconciliation will be a priority. Restorative justice will more than likely be employed. Parents contacted by YCo.

7. Stage 2: Consequences put into place and explained to student by YCo.

8. Stage 3: An attempt to help the student change his / her behaviour will be made. Upper school mentors (Deputy Prefects and Executive Prefects) employed to support victim and / or aggressor. YCo to employ other support mechanisms as necessary; "Don't lose it" group work, DYCo drop in, Student Welfare involvement, Time out card, etc.

<i>Anti social behaviour witnessed or reported</i>	Staff Member	
<p>Staff member actually sees an incident unfolding = staff member immediately prevents the situation from continuing. Staff member investigates and establishes the situation. The victim will write a statement.</p> <p>Staff member is informed about an ongoing bullying type incident = staff member investigate and establishes the situation. The victim writes a statement.</p> <p>Staff member presented with either situation will then make a decision: Pathway A or Pathway B...</p>		
Pathway A - Staff member & tutor led No previous issue	Pathway B - DYCo led Previous issue	Pathway C - YCo led Previous issue + DYCo intervention completed previously
a. If there is no previous issue then the staff member will reassure the student, provide them with a safe place (dependant on the time of day) ensure that statements are taken from both parties at Student Services. Statements are passed to DYCo. DYCo will inform the necessary tutor(s) of the incident.	If there does seem to be previous issues between the student(s) then the member of staff must provide the student with a safe place and alert the relevant DYCo.	

<p>Appropriate action taken by tutor(s) with regard to consequence. Respective tutor(s) to talk with students in line with Behaviour Policy to ensure anti-social behaviour stops. DYCo to record the incident on SIMS (linked docs for the victim. linked docs and behaviour points for aggressor)</p>		<p>If 'option B' is chosen then the DYCo will take statements from all parties and try to establish a series of events. If first time coming to the DYCo they will deal (If second time coming to the DYCo then YCo will deal).</p>	
		<p>Choosing 'option B' may also result in the DYCo making contact with home in the first instance and explaining the issue.</p>	
			<p>If 'pathway B' and the incident is a repeat issue then the YCo will be informed and take the lead</p>
			<p>Stage 1: Reconciliation will be a priority. Restorative justice may be employed</p>
			<p>Stage 1 continued... Parents contacted by YCo</p>
			<p>Stage 2: Consequences put into place and explained to student by YCo</p>

			Stage 3: An attempt to help the student change his / her behaviour will be made. Upper school mentors (Deputy Prefects and Executive Prefects) employed to support victim and / or aggressor.
			Stage 3 continued: YCo to employ other support mechanisms as necessary; "Don't lose it" group work, DYCo drop in, Student Welfare involvement, Time out card.....