



# **Holy Cross**

CATHOLIC HIGH SCHOOL

## **Anti-Bullying Policy**

## **Code of Conduct in our Catholic Community**

Our aim is to ensure that you feel happy, safe and secure at Holy Cross.

*We believe:*

- that every individual in our community is unique made in the image of God
- we all have a right to be considered equal, worthy of respect and esteem
- we all have a responsibility to treat others as we would like to be treated ourselves, in so doing we will speak politely to everyone

## **In Class Expectations**

- We arrive on time
- We speak appropriately
- We follow instructions without argument or delay
- We treat others with respect
- We try our best
- We dress smartly in line with the school uniform policy
- We tell an adult if you see someone who is unhappy or worried

## **Out of Class Expectations**

- We follow instructions without argument or delay
- We speak appropriately to everybody
- We walk on the left on corridors and stairwells, and we follow the one-way system
- We respect all school property
- We put litter in the bin
- We dress smartly in line with the school uniform policy
- We respect toilets and use them appropriately
- We tell an adult if you see someone who is unhappy or worried

We believe that it is the right of every individual to feel valued and unafraid. The behaviour of pupils, teaching staff, support staff, governors and parents is expected to reflect this.

## **Statement of Values and Principles**

We believe that all pupils have a right to be educated and to feel happy, safe and secure and we expect that this policy will support those beliefs. Therefore:

- pupils will be in a safe, caring environment whilst travelling to and from school, on school premises, whilst participating in off-site visits or activities, or on a residential visit
- bullying behaviour is unacceptable and will not be tolerated
- reports of bullying behaviour will be recorded and taken seriously
- pupils will be listened to, will know that it is 'Ok to tell', who to tell, and how to tell and above all be encouraged not to suffer in silence. The prevailing culture will be one of the 'telling school'
- parents will be listened to and will be kept informed of how their

- complaints/worries/concerns are being dealt with in a timely manner
- the school is committed to a multi-agency approach when appropriate or relevant, and the good working relationships we enjoy with the Police, Early Help Service, Children and Family Wellbeing Service, Social Services, Health Professionals and other external agencies

## **What do we hope to achieve by this Policy?**

To create a climate of mutual respect and trust within which parents, pupils, carers and teachers operate.

To ensure the right of pupils to be taught in an environment that is safe and conducive to learning. An environment where, pupils are treated equally, not bullied, ridiculed or the subject of discrimination.

- staff will be vigilant and responsive to bullying behaviour
- pupils will report that they are being bullied, with confidence that it will be taken seriously
- pupils will say that they would not join in bullying someone else
- pupils say that they will not incite others to bully
- a happy, safe learning environment for all the pupils within school
- Ensure that any bullying issue is addressed and resolved

## **Legal framework**

**Updated]** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 2003
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- SEND Code of Practice 2015

## **Definition of Bullying DFE**

The school recognises that bullying includes a wide range of behaviours and we clearly acknowledge that bullying behaviour is unacceptable and will be challenged.

*'Repeated behaviour intended to hurt someone either physically or emotionally. Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.*

This can be physical or verbal and include hitting, name-calling, teasing, ostracising and extortion. It can include threatening gestures and looks; it can also be via text messages, internet and e-mail. It can manifest itself in many kinds of anti-social behaviours which cause others distress. Bullying might involve race, gender, sexual orientation and disability. It can occur inside or outside the school environment.

Bullying is:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for victims to defend themselves against

The main types of bullying are:

- Physical Assault
- Teasing
- Making threats
- Name calling
- Cyberbullying via mobile phone or online

We adopt the DFE statement and acknowledge that any child can be bullied.

*Although none of these characteristics can excuse it, certain factors can make bullying more likely, and teachers, support staff and other adults are alerted to note signs of the following:*

Victims

- isolated – lack close friends
- shy pupils
- different ethnicity
- SEND pupils
- pupils different in some obvious way
- those exhibiting inappropriate behaviour
- those who appear passive or submissive
- those who come from an over-protective family

Possible Signs of Bullying

- outgoing pupils become withdrawn
- pupils isolated or disengaged
- unusual pattern of attendance
- damage to books/property
- unaccountable/repeated loss of bags, money
- cuts, bruises, torn or dishevelled clothing at the beginning or during the day

Possible Symptoms of Bullying

- poor attendance
- more anxious/insecure
- low self-esteem
- negative self-image

- variety of physical symptoms – headache, stomach ache, bed wetting, faints
- can lead to anxiety, depression and in the extreme suicide

Class teachers, teaching assistants, form tutors and Pastoral Managers are well placed to be aware of group dynamics and possible signs of bullying in their classes and groups. Heads of Year and Senior Leaders are ready to respond to any alerts made by any member of the community and to combat bullying using the strategies outlined later in the policy.

Pupils are aware of the channels through which they can communicate and express their concerns. They receive information in Prayer and Liturgy, their form tutor, their Head of Year, posters around school, anti-bullying week and the Personal Development Curriculum.

## Limit of the Policy

Whilst the policy focuses on ‘child on child’ bullying, we acknowledge that other types might take place within the institution. There can be ‘adult to child’ bullying, ‘adult to adult’ bullying and even ‘child to adult’ bullying. The culture of ‘the telling school’ is available to all members of the community and the procedures outlined apply to all types of bullying. The policy applies to any bullying behaviour, whether it takes place on the school premises or on educational visits. Visitors/Contractors on school premises who manifest bullying behaviour will be subject to the same challenges and their own line managers informed.

## Policy Promotion

The policy is promoted to parents, pupils and to staff.

- to **parents** on the school website. On the New Intake evening the Headteacher assures parents that every endeavour is made to ensure that their children will be happy, safe and secure at Holy Cross and that parents must alert us to any issues, including bullying, which might affect their child’s happiness, safety and security
- **pupils** are aware of the channels through which they can communicate and express their concerns. They receive information in prayer and liturgy, through pupil voice, their Heads of Year, posters around school which actively point them in the direction of and encourage them to see support and complementary studies. There is an email address [report@holycross](mailto:report@holycross) where children can report any bullying issues discreetly
- to **staff** on the first INSET Day when awareness of the issue is raised and a reminder given of the procedures. The Policy will be highlighted as part of the Induction process for ITT trainees, for ECTs and new colleagues to the school. It will be a regular item on Professional Development days and any bullying issues will be highlighted at the pastoral briefings on Wednesdays

## Preventative Strategies

Many strategies are employed to promote good, positive behaviour and happy relationships. Within the **environment** there is a commitment to provide effective supervision at:

- lunch-time by welfare and/or site colleagues and by teaching staff who volunteer to be on a duty rota

- break-time by teaching staff again on a rota. The rotas are published at the beginning of each academic year
- Heads of Year alert staff to any areas of the school which may, from time to time, be identified as requiring closer supervision
- the beginning and end of the school day, senior staff monitor the lay-by, and supervise The Bowers and Burgh Lane exits

Within the **curriculum**, there is a commitment to:

- raising awareness about bullying behaviour, its effect on emotional health and well-being, and how it will be combated
- developing personal and social skills through promotion of friendship skills, assertiveness skills, conflict resolution and problem-solving skills, communication skills and the exploration of spiritual and moral values
- building and maintaining self-esteem
- promoting positive role models and positive pupil/staff relationships

This commitment is expressed, for example in prayer and liturgy, tutor time, displays and pupil voice. Curriculum areas provide opportunities for this to be explored.

Within the **pastoral** support framework, there is a commitment to:

- place pupils into groups sensitively after consultation with the Primary Schools. The KS2 Transition Co-ordinator plays a significant role here
- provide a comprehensive induction programme. The Head of Year 7, Transition Coordinator and the form tutors play key roles in this process
- provide access to adult support, with the first line being the form tutor, followed by Head of Year, Pastoral Manager, the Special Educational Needs and Disability Co-ordinator, the school chaplain, school counsellor and other outside agencies as appropriate
- ensure the safety and security of pupils before and after the school day and during break-times and lunch-times (as outlined above) by providing appropriate supervision
- provide a 'safe haven' for pupils for distress of any kind, including being bullied
- challenge bullying behaviour of any kind
- challenge those who incite bullying behaviour by others

## **Reporting/Responding to/Recording of Incidents**

*(Refer also to the Child Protection Policy re: confidentiality)*

The Head of Year or Senior Leadership Team member, in consultation with other school staff, will be responsible for recording, monitoring and co-ordinating actions as deemed appropriate. All bullying is recorded on Synergy and CPOMS.

The Pastoral Staff, in consultation with the form tutor and parents will offer advice support and mentoring, etc for those pupils being bullied. Support and advice will also be made available to the bullies.

### Strategies for Investigation of Incidents

- prompt and thorough investigation of all reported incidents

- identify member of staff with whom victim can talk
- encourage child to co-operate fully
- interview individually
- individual pupils can make a written record if they wish
- close supervision and monitoring during investigation
- involve parents of pupils involved by keeping them fully informed

#### Range of Possible Follow-up Action

- ensure the victim is supported and protected
- follow up regularly after incidents
- aim to prevent further incidents by providing the victim with support to develop assertiveness skills
- aim to prevent further incidents by working with the child who is exhibiting bullying behaviour with the intention of behaviour modification
- offer other support networks as appropriate/necessary such as the school counsellor, chaplain, health and education professionals to both victim and bully

#### Communication

- regular consultations between teachers, form tutors, Head of Year, Pastoral Managers and SLT. Pastoral meetings take place every Wednesday with Heads of Year and form tutors
- keep parents informed and involved
- talk to the pupils concerned
- enlist responsible pupils in class to offer support to bullied child
- seek multi-agency support and/or advice, if deemed necessary

#### Record Keeping of Incident

- reporting system via email and yellow incident report sheets
- procedure – dates, times, teacher involved must be reported on Incident Forms to be logged and placed in pastoral files
- All bullying incidents are recorded on Synergy and CPOMS
- Any bullying incidents are shared with governors in the Standards sub committee

#### Sanctions for Bullying

Our aim is for parents, carers, pupils and school to operate in a culture of mutual regard hence often the issue can be resolved at the stage of parental involvement but further sanctions *not necessarily* hierarchical, are available. These sanctions are:

- detentions
- isolation internally to school
- police contact
- restorative justice
- withholding participation in any school activity (eg educational visits, residential or sports event) which is not an essential part of the curriculum
- suspension
- permanent exclusion

The strongest sanction, permanent exclusion, may be necessary in cases of severe and persistent bullying.

### Policy Review

The agreed Policy will be reviewed by the governing body annually, considering reported incidents and comments from pupils, staff (teaching and support), parents and governors.

### Responding to a Complaint from a Parent/Guardian

Holy Cross has a complaints procedure, which parents can access, and which is clearly stated on the school website. Parents have a right to contact the Governors of the school, but following the normal complaints procedure they are expected to contact the Headteacher in the first instance.

This policy should be viewed in relation to the following documents within school:

- Equality Policy
- Child Protection Policy
- Behaviour Policy
- SEND Policy
- CPOMS records
- Synergy records

**Updated: Autumn 2024**

**Review date: Autumn 2025**