St. Gregory's Catholic High School

Anti-Bullying/Hate Crime Policy

Policy Review Dates:

Date last approved by Full Governing Body: May 2014

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Review Frequency: Every 5 years

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Our School Mission Statement clearly states that as a community we seek to "set an example of service, as Jesus did, and in so doing fulfil the high aspirations we have for each of our members and foster the fullest spiritual, academic and personal development of our students."

Introduction

St Gregory's Catholic High School fully recognises its responsibilities to create a safe and caring environment where all forms of bullying will not be tolerated. All members of our community are committed to treating each other in a respectful manner.

We are proud of being recognised for our Anti-Bullying work, which has led to two Platinum Awards from the Warrington Borough Council 'Wise-Up' Initiative led by Warrington Hate Crime and Incident Partnership Board, supported by Warrington Borough Council and Cheshire Police. This level of achievement is a demonstration of the school's understanding of how to create a safe environment, where children are free of bullying, especially those with a disability, those from an ethnic background or religion, and pupils who have a different sexual orientation (LGB) or are transgender or gender non-conforming. The scheme promotes awareness of hate crime in schools and rewards actions to combat bullying and hate crime.

At St Gregory's Catholic High School all staff, parents/carers and pupils work together to prevent and reduce any instances of bullying. There is a zero-tolerance policy for bullying at our school.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are able to tell and know that incidents will be dealt with promptly and effectively. We are a LISTENING and a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff, who will LISTEN and take appropriate action. Reported incidents will be taken seriously and thoroughly investigated. We fully agree that a bullying incident should be addressed as a safeguarding/child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm' (Children's Act, 1989)

Statement of Intent

We are committed to:
- Providing an environment conducive to the establishment of Christian faith and the adoption of sound moral and ethical values.
- Encouraging in each pupil a desire to achieve to their full potential in all areas of school life – spiritual, academic, creative, physical and emotional.
- Providing an education that equips our pupils to live and work confidently, effectively and wisely in a complex and changing world.
- Producing well-rounded, happy, capable, tolerant, compassionate people who recognise their self-worth.
- Providing opportunities for the growth of self-esteem, leadership and a sense of social and environmental responsibility.

- Being a school that values excellence and provides avenues for pupils from a range of abilities and interests to achieve excellence.
- Being a school that functions well, offering strong academic, vocational, sport, cultural and extra-curricular programmes in a safe and caring environment.
- Being a school that encourages mutual respect, partnership, healthy relationships and an appreciation of all members – staff, pupils, parents/carers, parish and the wider community.
- Maintaining our involvement in the 'Wise Up' initiative.

Legal Framework

This policy is written in accordance with:

- The Children Act, 1989
- The Human Rights Act, 1998
- Education and Inspections Act, 2006 and amendments.
- Equality Act, 2010
- Education Act, 2011
- DfE (2017) Sexual violence and sexual harassment between children in schools and colleges guidance
- DfE (2017) Preventing and tackling bullying
- DfE (2018) Mental health and wellbeing provision in schools
- Working together to safeguard children, 2018
- Keeping children safe in Education, 2019
- Anti-Discrimination Law

It should be read in conjunction with other school policies including:

- Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- Exclusion Policy
- E-Safety Policy
- Emotional Health and Well-being Policy
- SEND Policy
- Equality Policy
- Electronic Devices Policy
- RSE Policy

Definition: What Is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically, mentally or emotionally; it can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils. It is often motivated by prejudice against particular groups on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities.

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 pupils 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 pupils may include, but are not limited to:
- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Types of Bullying

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

Teasing another pupil 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.

Bullying is acted out through the following mediums:
- Verbally
- Physically
- Emotionally
- Online (Cyber)

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.

Some forms of bullying are illegal and should be reported to the police. These include:
- Violence or assault
- Theft
- Repeated harassment or intimidation e.g. abusive phone calls, emails, text messages
- Hate crimes

Signs of Bullying

Staff, in liaison with parents/carers, will be alert to the following signs that may indicate a pupil is a victim of bullying:
- 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
- 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

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.

Pupils 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.

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 pupil 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 pupil's Pupil Progress Manager/ Pastoral Support Manager, who will investigate the matter and monitor the situation. All concerns will be reported to the Safeguarding Team and recorded, when appropriate, on CPOMS.

Preventing peer on peer sexual abuse

St Gregory's Catholic High School has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Our Safeguarding and Child Protection Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence are uncovered.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, we educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, Collective Worship and Personal Development lessons.

The school also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. Such content is age and stage of development specific, and tackle issues such as the following:
- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff are aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff are aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff are made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment is equally as robust as it is for incidents between children of the opposite sex.

Pupils are made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to relevant agencies.

Cyber bullying

St Gregory's Catholic High School has a zero-tolerance approach to cyber bullying. The school's Mobile Phone Policy fully supports our commitment to reducing on-line bullying.

The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

As a school, we use all opportunities with parents/carers, and pupils to educate, remind and reinforce the legal stance regarding the misuse of social media platforms, such as Safeguarding Newsletter, The Net, school website, Engage Evenings, specific literature, outside speakers, PCSO sessions.

Staff Principles

St Gregory's Catholic High School ensures that prevention is a prominent aspect of our anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

Unpleasantness from one pupil 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 pupils' 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.

If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the Safeguarding Team immediately.

Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

Roles and Responsibilities

The Governing Body is 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 which is presented to the Community Committee and reviewing procedures and outcomes.

The Pastoral Deputy Head Teacher in liaison with Anti-Bullying Coordinator 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.
- Ensuring all reported incidents are logged. Using CPOMS for recording details and liasing with the Pastoral Team regarding actions taken.
- Arranging appropriate training for staff members and pupil anti-bullying ambassadors.
- Using themed opportunities to highlight the school's anti-bullying/hate crime policy.

Pastoral Leads (PPMs) and members of the Pastoral Team (PSMs) are responsible for:

- Corresponding and meeting with parents/carers where necessary.
- Providing a point of contact for pupils and parents/carers, when more serious bullying incidents occur.
- Applying sanctions in accordance with our Behaviour for Learning Policy.
- Providing follow-up support after bullying incidents.
- Following up any complaint by a parent/carer about bullying and report back promptly on findings/actions/strategies to employ.
- Dealing with observed instances of bullying promptly and effectively.

Staff are responsible for:

- Creating an environment that prevents bullying from being a problem in the first place
- Fostering in our pupils' self-esteem, self-respect and respect for others through our SEAL agenda
- Demonstrating, by example, the high standards of personal and social behaviour we expect of everyone.
- Discussing bullying with pupils so that every pupil learns about the damage it causes to both bully and victim(s) – this will be through curriculum opportunities, outside speakers such as the Police, Anti-Bullying Week initiatives, Theme Week (Summer Term), annual surveys, Anti-Bullying Ambassadors Programme.
- Being alert to social dynamics in their class.

- Being available for pupils who wish to report bullying.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's PPM/PSM of such observations.
- Using Personal Development and Collective Worship sessions to share anti-bullying messages
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support. A Safeguarding Form (purple) will be submitted to the Safeguarding Team.

Parents/carers are responsible for:

- Informing their child's PPM/PSM if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Advising their children to report bullying and explain effects if bullying goes unreported.
- Being sympathetic and supportive and reassure them of the school's actions to address bullying which they inform the school of within the school environment.
- Reporting bullying, especially cyber/social media bullying which goes on outside of school hours to the police.
- Co-operating with the school if their child is the bully so appropriate support can be provided.

Pupils 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 pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff/their parents/carers should they fall victim to cyber bullying.
- Refraining from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.

Prevention

As a school, we recognise the need to be proactive in order to minimise the potential for bullying to take place. The following outlines how through the creation of our ethos and the reinforcing of our Mission Statement we all role model acceptable behaviour based on love and respect.

- Bullying is a major element of our Personal Development programme of study: lessons address the problem of bullying and peer pressure during the examination of other topics, such as drugs, alcohol, and smoking. Outside speakers reinforce messages which promote correct choices.
- Talks led by PCSO on the use of social media as a bullying tool, focusing on all forms of cyber/text bullying/sexting/hate crime.
- Form tutors are encouraged to discuss how actions affect others and the values of respect for staff and pupils are stressed through our SEAL agenda.
- English, Drama and RE lessons may be used to explore bullying issues. E Safety is a feature of IT lessons.
- Collective Worship time, within Form and Whole Year Group, is used as a vehicle for raising awareness.
- A Safeguarding Team is signposted to all pupils; all pupils have a safeguarding talk as part of Collective Worship at the start of the year.
- Yearly surveys are completed which then inform the Core Group of actions to take.
- Anti-bullying Week is used to raise awareness of different types of bullying with focus on the National Topic e.g. Hate Crime and explore ways to prevent it from happening.
- Pupils are made aware of the SHARP system which allows them to report incidents in a confidential way; this is checked and monitored on a daily basis with reports made to Pupil Progress Manager and Deputy Head Teacher (key details in the Learning Organiser).
- An Anti-bullying Core Team develop the school's Anti-bullying strategies. The team is made up of teaching, non-teaching staff and pupils.
- All pupils are encouraged to be part of our Anti-Bullying Ambassador Scheme as we all have a role in looking after each other – this is an embedded culture.
- Peer Mentor Schemes such as Paired Reading and Paired Mathematics allow older pupils to set good examples to others which reinforces how to behave and treat others.
- Corridor displays showcase our commitment to the prevention of bullying and Hate crime.
- Stonewall Conference Attendance and Training 2018. LGBTQ+ Group meets weekly.
- Agencies employed to offer specialist help (TAGS, PCSO, Young Carers, Youth Service, Footsteps, External Mentors)
- Internet Safety practices and procedures – reviewed on a regular basis with IT staff.
- Provision of effective staff training.
- Celebrate success as a means of creating a positive school ethos regarding anti-bullying initiatives.
- Theme Week – every July to reinforce key messages e.g. SEAL it with Tolerance (2019).

Procedures for dealing with incidents

- All incidents are treated seriously by staff and referred to the Form Tutor/PSM/Pupil Progress Managers
- Written statements are taken from all pupils involved and internal recording systems are used for consistency of approach
- Both the victim and the 'bully' are made aware that the school views any instance of bullying very seriously
- Every effort will be made to resolve the situation immediately. Where appropriate, 'victim' and 'bully' will be brought together.
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils
- The victim will be supported and given help such as the involvement of our Anti-bullying ambassadors with Chaplain and, if appropriate, outside agencies.
- If necessary and appropriate, police will be consulted
- Pupil Progress Managers will judge the seriousness of the incident. In the case of minor 'one off' incident, in which no physical harm is done, a reprimand may be sufficient. More serious or persistent cases will necessitate the involvement of the Senior Leadership Team. In these cases, parents/carers will be informed and invited into school.
- Disciplinary measures will be applied fairly, consistently and reasonably taking into account of pupils' individual needs or disabilities and will take into account the needs of vulnerable pupils.
- Follow-up procedures will check that the bullying has not resumed.
- Sanctions will be clear, consistent and appropriate to the seriousness of the incident.
- When investigating a fight, it is important to identify whether it has arisen through bullying. If a pupil has been severely provoked, this must be taken into account when dealing with the incident. If both parties have been provoked by third parties, it is important to identify the provocateur(s) and deal with them appropriately.
- The bully (bullies) may be asked to genuinely apologise. Other consequences will take place according to our Behaviour for Learning Policy.
- Recorded incidents which are proven to be bullying according to the agreed definition will be filed, and recorded on SIMS as part of the behaviour record. In some cases, where the incidents are linked to a safeguarding issue, CPOMS will be used for recording/ action purposes and regular monitoring.
- Bullying statistics will be presented to Governors, including regular updates on actions, strategies and training.

Pupil Support

Once the incident has been dealt with, it is important that there are no further problems. The victim must be able to alert allocated Key Worker of any repercussions and strategies will be put into place to allow this to happen. Similarly, the 'bully' must be monitored so that no further incidents occur. The 'bully' will be given support to consider their actions and the effects on others in order to change their behaviours. Motivations behind bullying behaviour will be considered to offer support to ensure their safety and well-being.

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

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

Pupils 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/carers

Pupils who have been bullied will be assessed on a case-by-case basis and, if necessary, referral to CAMHS will be made.

Bullying outside school

Where bullying outside school is reported to school staff, it is investigated and acted on.

The Safeguarding Team are responsible for determining whether it is appropriate to notify the police/PCSO of the action taken against a pupil.

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.