



ANTI BULLYING POLICY

The Palmer Catholic Academy

MISSION STATEMENT



The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all.



Adoption by Governing Body of The Palmer Catholic Academy:

Date of Implementation: September 2019

Signature of Chair of Governors:

Signature of Headteacher:

Review Date: September 2020

THE PALMER CATHOLIC ACADEMY

INTRODUCTION

We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the Academy, particularly when we bear in mind the example of Christ who healed many and welcomed all. If bullying does occur, all students should be able to tell someone they trust and know that incidents will be dealt with promptly and effectively. We are a TELLING academy - anyone who knows that bullying is happening is expected to tell a member of staff.

WHAT IS BULLYING?

- 1) It is deliberately hurtful behaviour
- 2) It is repeated often over a period of time
- 3) It is difficult for those being bullied to stop the process

Bullying can be:

Physical pushing, kicking, hitting, or any use of violence.

Verbal name-calling, sarcasm, spreading rumours, teasing.

Emotional excluding, tormenting (i.e. hiding books, threatening gestures). Damaging the reputation of a person

Racist/Cultural racial taunts, graffiti, gestures, derogatory remarks about ones cultural heritage

Sexual unwanted physical contact or abusive comments.

Homophobic/
Transphobic taunts about sexuality which blocks an inclusive, safer and more successful academy environment.

Cyber Misuse of technology such as mobile phones and the internet to send nasty or threatening messages, to take and share humiliating images, misusing social network sites to damage others reputations.

Disability Taunts about any disability which blocks an inclusive, safer and more successful academy environment

The victim may try to hide the hurt in order to reduce apparent vulnerability, leaving the bullies unaware of the degree of harm inflicted.

Its seriousness can only be measured by the degree of hurt felt by the person being bullied. Name calling or teasing may be more damaging than physical harm.

Remember a bully in one situation may be a victim in another.

OBJECTIVES:

The objectives of this Policy are to ensure that:

- * All staff, governors, students and parents should have an understanding of the anti-bullying policy.
- * Bullying is not tolerated and will be dealt with immediately if it occurs, including contacting the service provider in the case of cyber bullying.
- * Staff know and follow clear procedures for reporting bullying
- * Awareness is raised through the curriculum and assemblies so that students can act against bullying.

OUTCOMES FROM THE POLICY ARE TO ENSURE THAT:

1. There is a procedure to follow should bullying occur and that it is made explicit to all staff and students.
2. In cases of serious bullying, the incidents will be passed on to Head of Year and recorded and logged on CPOMS.
3. Parents are informed and asked to attend a meeting with the Head of Year.
4. If necessary and appropriate, police are consulted via the Headteacher.
5. The bullying behaviour and threats of bullying must immediately stop.
6. An attempt will be made to help the bully (bullies) change their behaviour.
7. The bully will offer an apology and other appropriate consequences may take place.
8. In serious cases, exclusion, including permanent exclusion, are considered by the Headteacher.
9. Restorative justice counselling will be considered to bring about reconciliation.
10. Procedures and outcomes will be made clear to parents of victims.
11. Bullying behaviour will be logged on CPOMS. This will be monitored termly and analysed annually.
12. The situation will be reviewed/monitored within a certain time limit to see whether or not the bullying has decreased.

OUTLINE PROCEDURE

PREVENTION OF BULLYING AND CREATING AN ANTI-BULLYING CULTURE

First and foremost, it is important that The Palmer Catholic Academy's values and the relationships it encourages between everybody in the academy helps to build an "Anti-Bullying" culture. More specifically:

1. Staff have Inset so that there is a common approach to the issue of bullying. There is staff training on Internet/Cyber Bullying.
2. Assemblies are often given on the subject, particularly stressing Christian values of, for example, concern for one's neighbour and justice for all.
3. The academy buildings and grounds are constantly patrolled and any intimidating behaviour before, during and after school are conspicuously dealt with.
4. A School Council considers any intimidating behaviour/places which immediately can be brought to senior staff notice.
5. We have an anti-bullying programme in Year 7 as well as an E-Safety programme.
6. Academy prefects are placed in strategic positions and told to look out for signs of bullying and report this to staff immediately.
7. Students have an assigned person to whom they may talk in confidence. Students need to know that something will be done, and that the matter will be handled discreetly and sensitively.
8. Learning Mentors and Pastoral Assistants work closely with any victims or perpetrators to challenge and change behaviour.
9. A counsellor has been appointed from Brentwood Catholic Children's Society to whom both bullies and victims can be referred by Head of Years.
10. Well published Internet Helpline direct to the Headteacher offers the opportunity of reporting bullying for confidential investigation.
11. Childline posters are in main areas of the academy.
12. Relevant DFE booklets are prominently displayed in the staffroom.
13. The policy is regularly monitored and assessed.
14. Students regularly lead assemblies across the year groups focussed on Anti-bullying and discrimination as well as form group and year group pledge walls.

THE PALMER CATHOLIC ACADEMY

FURTHER ADVICE & GUIDANCE: TO PREVENT AND DEAL WITH BULLYING

For teachers: We can make a difference when we constructively intervene, for example we should never let even a random remark such as something is “gay” go without censure.

In particular we should:

1. Watch for early signs of distress in students - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early sign of bullying.
2. Listen carefully, record all incidents and refer to Head of Year and log on CPOMS.
3. Offer any suspected victim immediate support and help by putting the academy’s procedures into operation.
4. Head of Year makes the unacceptable nature of the behaviour and the consequences of any repetition, clear to the bully and his/her parents.
5. Ensure you are visible when on duty and alert to students’ conversations and behaviour in and out of lessons.
6. Be vigilant when students use technology asking them about the topics on the screen.
7. Use all the students as a positive resource in countering bullying. Students can be used to help shy children or newcomers feel welcome and accepted. Sexual, homophobic, racial and cultural harassment also need to be discussed and dealt with.
8. Remember we as teachers can be bullies too. Teachers provide powerful and positive role models but we can be involved in direct bullying through our behaviour and attitude towards other members of staff and the students in their care.

For students and teachers:

The following points are an important part of our whole-school policy which uses all students and teachers in its anti-bullying campaign. These points should form the basis of a class discussion.

1. When someone is being bullied or is in distress from bullying, take action. Watching and doing nothing can suggest support for the bullying.
2. Inform students that they should tell an adult immediately, if they do not wish to become involved themselves.
3. Inform students not to tolerate bullies in the same social group.
4. Students should only accept people who do not bully others. Bullies will soon stop if they are socially excluded.

5. Inform students about knowledge of websites such as child net and how to block unwanted attention or the use of inbuilt safety features.

For parents: Our Whole School Policy will tell parents to:

Watch for signs of distress in your children. This could be an unwillingness to attend the academy, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.

Take an active interest in the child's social life. Discuss friendships, how break times are spent and the journey to and from the academy.

Be alert to your child seeming upset after using the internet or their mobile phone. Report cyber bullying, contact the service provider even the Police. Save the evidence, block the bully. Place the computer in a neutral place e.g. living room.

Inform the academy immediately if you think your child is being bullied, and ask for an interview with the member of staff who should deal with the incident. Furthermore, when discussing the problem with your son or daughter, follow the advice given for victims.

Keep a written record if the bullying persists. It will be painful but it will provide supportive evidence regarding WHO, WHAT, WHERE and WHEN.

Work with an appointed member of staff to devise strategies that will help your child and provide him/her with support inside and outside the academy.

If you are not helped by the staff about your problem, tell a governor or talk to your Parish Priest.

Do not encourage your child to retaliate. It will only make matters worse. Such behaviour could be contrary to your child's nature. More positively, encourage your child to recruit friends. A child who has friends is less likely to be bullied.

Contact the Police or a solicitor if the problem occurs outside the academy. Ask for a letter to be sent to the bully's parents, informing them of the legal consequences of a recurrence of such behaviour.

FOR BOTH VICTIMS AND PARENTS: BE PERSISTENT AND INSISTENT

The following guidelines are for parents who know that their son or daughter is being bullied.

- First, tell your son or daughter that there is nothing wrong with him/her. He/she is not the only victim.
- Advise your son or daughter not to hesitate to tell an adult, for example a liked and trusted teacher.

- Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about. If they are not to be trusted, someone should be told.

DEALING WITH INCIDENTS OF BULLYING AT THE PALMER CATHOLIC ACADEMY

PRINCIPLES

1. All students have a right to an education free from bullying in any form or sexual harassment. It is the responsibility of all adults to ensure that the schooling experience of children takes place in a safe, caring and protective atmosphere.
2. The perception of the recipient of bullying or harassment should be given priority.
3. All incidents of bullying or harassment should be responded to immediately, even if some aspects of the response are dealt with at a later stage.
4. Teachers' own reactions to incidents of bullying or harassment will influence the attitudes of the students. For example, failure to respond to an incident may be construed as condoning bullying or sexist behaviour. Further, to use tactics of bullying as a method to stop bullies is a clear contradiction of messages.
5. Intervention strategies should, where possible, empower students who have suffered bullying and harassment. A balance needs to be struck between supporting and protecting them.
6. Teachers should feel that dealing with these issues is a learning experience and that there is no one way of dealing with incidents.
7. Victims and perpetrators will be given an opportunity for mediation with pastoral staff, including the learning mentors.
8. All incidents of bullying or sexual harassment should be treated as a serious matter. As with any other serious matter, the way the incident is dealt with should be appropriate to the incident itself. For example, a deliberate attack, verbal or physical should be dealt with on the same basis as any other serious attack. Procedures should, therefore, include disciplinary action against the offender(s), support for the victim and counselling for both parties. Where the incident is judged to be unintentional in the case of sexual harassment, the emphasis should be on awareness raising, education and counselling for the offender and support and counselling for the recipient.
9. There should be an opportunity for Reflection and Review:-
 - a) to monitor the policy and its impact
 - b) to evaluate the policy
 - c) to provide a forum for the exchange of ideas
 - d) to look to the future

MONITORING AND EVALUATING

Paper policies which no-one reviews for effectiveness are worse than useless since they encourage complacency. At The Palmer Catholic Academy we want a more proactive approach.

- Year 7 parents are given specifically named staff and encouraged to call if worried.
- All years have a pastoral as well as subject evening when parents can give their views to form tutors and pastoral staff.
- We have Peer Counsellors for peer mentoring attached to all Year 7 & 8 Forms who report to Heads of Years.
- Random 'bullying surveys' are taken to identify 'hot spots' or potential problems.
- School Council – Bullying appears on agenda.
- BCCS counsellor is available for both victims/bullies.
- Headteacher has 'open door' policy which is well publicised.
- Helpline set up where parents/students can e-mail to report bullying for anonymous investigation.
- Publications available in staffroom.
- A bullying log is kept and updated by pastoral staff. It includes the names of bullies, victims and action taken. This is analysed on a half termly basis with this also the recording of any racist, homophobic or transphobic incidents that occur during the year and is updated on a half termly basis.

THE RESPONSIBILITY CHAIN FOR STAFF

- a) Class Teacher – where bullying occurs in a lesson he/she will be the first to handle the issue. He/she will talk to the child then pass on any concerns to the Head of Year.
- b) Form Teacher – where bullying occurs outside a lesson or where a class teacher passes an issue on. As above, with a class teacher.
- c) The Head of Year – depending on seriousness of bullying issue. He/she will investigate the accusation of bullying and intervene with short term and long term strategies, informing the Assistant Head.
- d) The Assistant Head will work with the Head of Year to deal with the situation.
- e) Deputy Head – where there is a child protection issue – physical bullying – or where there is great seriousness. He/she may intervene with the Assistant Head in short term and long term strategies.
- f) Headteacher – to be informed of serious bullying and judgements to be made about level of sanctions, up to permanent exclusion.

STUDENTS' RESPONSIBILITIES:-

Students are to be encouraged to be as open as possible in relating tales of bullying – about themselves or others to their Form Tutors or Class Teacher. The openness is to be encouraged in Assemblies, Tutor Group discussions and Drama.

PARENTS' RESPONSIBILITIES:-

Parents are encouraged to report bullying to the academy. Often parents join their children in trying to draw a cloak over the bullying until it becomes too serious to handle. It is important that parents should understand that the earlier bullying is dealt with, the easier it is to repair any damage.

Parents should be informed of the academy's policy and should be involved whenever serious incidents of bullying are identified.