CARDINAL NEWMAN CATHOLIC SCHOOL

February 2024

Reviewed: By Principal & DSL

Next Review: February 2026

Anti-bullying Policy

Caritas | Excellence | Together

Common Good | Common Home | Dignity | Solidarity | Subsidiarity | Participation

CARDINAL NEWMAN CATHOLIC SCHOOL
ANTI-BULLYING POLICY

"God is love, and he who lives in love lives in God, and God lives in him" (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

Our three Newman values are;
Caritas – I have been created for a specific purpose
Excellence – I always aim for my personal best
Together – I am a link in a chain

1.1 Roles and Responsibilities
SLT Lead: K. Forbes (DSL)
Principal and governors

- Reports of bullying and prejudiced based incidents will be made by senior leaders in the Principal's report to the governing body.
- The Principal, and senior leaders will report on the Safe and Well School Survey.
- The Principal and senior leaders and the governing body will monitor the effectiveness of this policy in discussion with the School Student Leaders.

Dissemination of this policy: All staff, parents and students
GDPR Compliance: Refer to Information governance Policy

2.1   Rationale
We are a community of Caritas where everyone should feel safe, supported and inspired to make a difference in our local, national and global communities.' *(Cardinal Newman Catholic School Mission Statement)*

Our school culture is based on our core values of Caritas Excellence and Together and Catholic Social teachings. We are a community of equals and this mantra is kept alive in our daily activities. Students must feel safe and respected if they are to learn effectively. We aim for a culture in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. We know bullying happens in all societies, at all levels. We strive to make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Bullying is a source of anxiety for parents, and we keep parents fully informed about our approach to dealing with bullying.

3.1   Definition of bullying:

There is no legal definition of bullying, however our school definition of bullying comes from the anti bullying alliance :

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. The relationship can involve an imbalance of power. Bullying can be physical, verbal or psychological, it can happen face to face or online. Definition source is the Anti Bullying Alliance.

Bullying can take many forms including cyberbullying, prejudice-based and discriminatory bullying.

This policy will apply to both students and staff and covers all types of bullying – racial, religious, cultural, Special Educational Needs (SEN) or disability, appearance or health conditions, class, sexual orientation, sexist and homophobic, biphobic and transgender (HBT) bullying.

3.2   Definition of prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however they may be part of a bigger pattern. We record prejudiced based incidents in Class Charts. They are identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

4.1   Strategies for the prevention of bullying

At CNCS we work hard to create a culture that is inclusive and serves to prevent bullying behaviour. This includes:

- The school values of caritas, excellence and togetherness and Catholic social teaching are promoted across the school day and the academic and pastoral curriculum.

- Our core value coming from Catholic social teaching is that we are a community of equals. Staff and students have regular training so that prejudice based comments or behaviour get a swift response in classrooms and corridors.

- Staff CPD includes regular input on racial literacy, bullying and sexist, racist, religious, cultural, disability, appearance, sexist, transphobic, homophobic abuse.

- The school actively encourages reporting of any kind of bullying through multiple channels; the student ambassadors, the 'I need to talk' button on the website/the student hub and through form tutors and heads of house and through the safeguarding team.

- Student ambassadors offer peer support and raise awareness of issues and support available.

- PSHE education is used to promote ideas around being an 'upstander', about bullying and banter and what the students can do to prevent/intervene in bullying. Understanding of prejudice is threaded through PSHE lessons, whole school assemblies, mentor sessions and small group workshops.

- RE lessons and teaching about Catholic Social Values support students to learn about love, care and respect for one another.

- Online safety is taught across the curriculum and through assemblies and visual reminders around the school community.

- Whole school assemblies are used to develop understanding of bullying, its impact and encourage reporting.

- The whole school participates in annual activities for anti-bullying week including activities in form time and PSHE.

- Tutor Time provides opportunities for dealing with issues that have arisen in the class and time to reflect.

- We regularly survey students through the city wide Safe and Well School Survey and our own termly student voice.

4.2   Staff training

Anti bullying work is covered in our safeguarding refresher training and there is at least one annual training session for all school staff on different aspects of bullying, for example microaggressions, and prejudiced based incidents and online safety. A team of staff are specially trained to understand the different forms of bullying behaviour and to identify, record and challenge prejudice based bullying and incidents. The AHTs for Equalities, Mental Health & Wellbeing and the DSL are all part of this team.

When a student approaches a member of staff regarding a form of bullying they will always be listened to and supported.

Staff have training on how to process acts of unkindness and bullying for both the target and the perpetrator. See the stages of support below.

5.1   Process and Systems for support and consequences for perpetrators

Process	Response (follows the stepped approach to behaviour)
All acts of unkind behaviour are logged in Class Charts	**Form Tutor** discusses incidents with the student and considers if they have any unmet needs using the empowerment approach coaching and calls home.
How is Stage 1 triggered? 3 Class Charts logs of unkind behaviour will automatically alert the Head of House, PAM, DSL and CP officer and administrator to prompt a review conversation and decision making about the next steps.	**The head of house** leads a discussion about the behaviour with their team (form tutor and PAM) or at the daily behaviour panel if advice is needed. HTe head of house makes the decision on whether to engage with anti bullying Stage 1 or not.
STAGE 1 Stage 1 is a 6 week review period/ half a term (this is flexible).	**Head of House:** - Fill in the Anti Bullying google form (link here) - Set up the face to face meeting with parents, - Formal letter to parents - A key worker is allocated.

	- The protective behaviours workshop of 3 x 1 hour sessions is booked through the Wave 2 referral system. - A restorative process is discussed and may be used - Support from peer support ambassadors can be offered. - Consequences may include seclusion or suspension.
If behaviour improves and there are no further logs for unkind behaviour then no further actions are taken, but monitoring and support continue.	Students are supported to finish the positive behaviours course, and support continues through the usual house team and form tutor.
How is Stage 2 triggered ? Further acts of unkindness, Two more unkind behaviour logs in Class Charts will trigger Stage 2, or the judgement of the house team can be used.	Two more unkind behaviour logs in Class Charts triggers an automatic alert to the house team and DSL, CP officer and CP administrator. **The head of house and SLT for the year group**, reviews the incidents and makes a joint decision on whether to progress to Stage 2 for support and consequences.
STAGE 2 Stage 2 is another 4 week review period (time frame is flexible)	**Head of House or SLT:** - phone call home - set up the face to face meeting with parents. The SLT for year group attends. - Formal Stage 2 letter - referral to Wave 3 specialist support or further support at Wave 2 is offered. - Assess Plan Do Review (APDR) may start - Consequences may include seclusion or suspension from school. - Parents will be included in the support plan and social services may also have a role to play.
How is Stage 3 triggered **Further acts of unkindness indicating unmet needs and high risk around the young person.**	**SLT for the year group** - makes a phone call home - face to face meeting with parents . - formal Stage 3 letter - referral to Wave 3 specialist support - Assess Plan Do Review should start - Pastoral Support PLan (PSP) may be used to support those at risk of permanent suspension - modified time table, alternative provision and respite time or trial transfer can all be considered. - Consequences agreed at the behaviour panel and may include seclusion or suspension from school.

Summary of the support at each stage:

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Anti Bullying Stage 1

- Key worker allocated and for a series of check ins to examine how the situation can be resolved.
- Target setting and goals established with the key worker.
- The transgressor will be asked to engage with a protective behaviours wellbeing programme of four one hour sessions.
- Students will be offered support by trained peer support ambassadors.
- Meeting with parents is required.
- A suitable response in terms of consequences will be decided by the house team and the behaviour panel.
- A restorative response will be explored with the target and the perpetrator.
- A review date will be set (recommended 6 weeks)
- Stage 1 will be logged in Class Charts.

Anti Bullying Stage 2

- Parents will be required to attend Stage 2 meeting at school with the SLT lead for their year and their Head of House or the Safeguarding Lead.
- Students' wellbeing and learning needs will be reviewed with referrals to the school Wave 2 wellbeing support, and possibly Wave 3 specialist support.
- Restorative processes will be considered.
- Further consequences will be decided by the behaviour panel, these may include response and repair, internal seclusion, community service or suspension from school.
- Stage 2 will be logged in Class Charts.

Anti Bullying stage 3

- Parents will be required to attend Stage 3 meeting at school with the Senior Assistant Headteacher and their Head of House or the Safeguarding Lead.
- A formal pastoral support plan will be used. Interventions may include modifications to the school day and the timetable, tutor group, house group, alternative provision. Further consequences will be decided by the behaviour panel, these may include response and repair, internal seclusion, community service or suspension from school. A respite place at another school or a trial transfer can be considered. Stage 3 will be logged in Class Charts.

If a student continues to display bullying behaviour and does not engage in the support given in the staged approach this could result in permanent suspension.

5.3   Anti Bullying support for Targets

Process	Response
Experience of unkind behaviour is reported by student or noticed by adults and logged in Class Charts.	Three logs of experience of unkind behaviour triggers a review at the house pastoral meeting with safeguarding officers and SENCO.
● Referral to Wave 2 wellbeing groups	Wave 2 wellbeing support will be considered. This may result in an offer of group work, or mentoring or low intensity CBT, or other options. Wave 2 support can cover building self confidence and assertiveness as well as

	proactive behaviours and self care.
● Referral to Wave 3 specialist support	Wave 3 specialist support may be considered, this could result in an offer of counselling, a mental health assessment or other offers. Parents will be included in the support plan and social services may also have a role to play. Learning needs may be assessed and a student passport may be developed. All support will be monitored and recorded through Edukey.
● Support through the restorative justice process	Students will be offered this process and coached and prepared for a restorative justice activity if both of the young people feel ready and able to engage with it. Students may also choose to be supported by trained peer support ambassadors (starting summer 2024).

6.   How students can report bullying and unkindness

Students are reminded every week in their form slides about how to get help at school, and through posters around the school.

The recommended pathway is:
1. Form Tutor
2. Any other teacher they have a relationship with
3. Their House PAM
4. Their Head of House
5. Anyone from the Safeguarding Team
6. Anyone from the Prejudice Based Incidents Team
7. The I need to talk button

7.   Responses and Consequences for bullying

Responses and consequences will be in line with our relationships and behaviour policy. Responses are aimed at empowering young people to learn about their roles and responsibilities in our community.

● Response and repair sessions, Empowerment Coaching, Restorative Justice work, Community Service, Wellbeing group work on protective behaviours, managing risks, abuse, bullying and unkindness from a range of subjects.
● Involvement of the Police Youth team
● Exclusion from certain areas of premises

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- Internal seclusion
- External suspension
- Parents and carers of those involved will be informed when a child reaches Stage 1 or more of the anti bullying process and asked to attend a meeting in school.
- Assess Plan Do Review will be followed at Stage 2 and 3.
- A Pastoral Support Plan may be appropriate at Stage 2 and 3.
- Records will be kept on students' files in CPOMS and the anti bullying stages logged in Class Charts.

8. Monitoring and Evaluation

The Class Charts data is monitored by the Safeguarding Team led by the DSL, and reported to governors and SLT.

9. Links to other policies

Online safety policy
Safeguarding and Child Protection Policy

10. Key Personnel in relation to this Policy:

Principal   Claire Jarman
Designated Safeguarding Lead   Kate Forbes
Child Protection Officer   Cindy Goddard
Peer Support Ambassadors Lead   Simi Bagshaw
Equalities Senior Lead   Shareen Hone

10. Supporting Organisations and Guidance

10.1 How to get online material removed and reduce risks of online bullying and abuse

Internet Watch Foundation: www.iwf.org.uk is for any concerns about child abuse or sexual images

Report it: www.report-it.org.uk online portal for reporting hate crime

https://reportharmfulcontent.com/ If you've experienced or witnessed harm online we can help. Report Harmful Content can help you to report harmful content online by providing up to date information on community standards and direct links to the correct reporting facilities across multiple platforms.

Report to the Social Media Platform directly
https://bulliesout.com/need-support/young-people/cyber-bullying/report-bullying-abuse-social-media/ gives details of how to report to each social media platform.

https://www.cncs.co.uk/post/let-s-talk-about-life-online School website with advice and links to tools to help families manage their children's online life.

10.2 Sources of advice and guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- DFE Guidance 2017
  https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Childline: www.childline.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Childnet International: www.childnet.com
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk helping children and young people stay safe online
- EACH: www.eachaction.org.uk challenging homophobia
- Schools Out: www.schools-out.org.uk celebrating and supporing the LGBT+ community in schools.
- Changing Faces: www.changingfaces.org.uk support group for people with visible scarring, marks or conditions
- Kick it Out: www.kickitout.org tackling discrimination in sport