



CARDINAL NEWMAN  
CATHOLIC SCHOOL

March 2023

Reviewed: *By Principal and  
Head of School*

Date of Next Review:  
*April 2025*

**Anti-bullying  
Policy**

# CARDINAL NEWMAN CATHOLIC SCHOOL

## ANTI-BULLYING POLICY

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

The Anti-Bullying Policy supports our motto 'Caritas' by supporting both the target and the person displaying bullying behaviour.

### **Definition of bullying:**

*Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*

*The characteristics below of bullying behaviour have been identified by the CNCS Student Anti-Bullying Ambassadors.*

- It lowers students' self-esteem and prevents them from being happy at school.
- It can involve spreading rumours and deliberately excluding friends.
- It can be physical, verbal and/or by means of electronic media. (Physical bullying can involve the hitting of a person or damage to property – verbal bullying can involve threats, insults or nasty teasing, including hurtful jokes and "banter").
- It is a type of aggression that is often planned and always persistent.
- It includes an imbalance of power between the target and the perpetrator.

*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 gender/transgender.*

### **Prevention of bullying**

As a school, we work hard to prevent bullying behaviour. This is done in a range of ways including:

- The school values of belonging, diversity and kindness are promoted across the school day and the curriculum.
- Working with the Equalities lead to create resources around bullying and sexist, racist, religious, cultural, disability, appearance, sexist, transphobic, homophobic abuse.
- Taking our ambassadors to do seminars in forms on unkind behaviour and microaggressions.
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- The school actively encourage reporting of any kind of bullying through multiple channels; the student ambassadors, the 'I need to talk' button on the website and through form tutors and PPLS.
- PSHE education is used to promote ideas around being an 'upstander' and what the students can do to prevent/intervene in bullying. As well as to develop an understanding of what bullying is.

- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHEE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying.
- Whole school assemblies are also 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 a time to reflect.
- Anti-bullying ambassadors are used to mentor and enable pupils to resolve friendship problems and low-level bullying behaviour without adult intervention.
- We regularly survey students through the Safe and Well School Survey.
- Local organisations such as Allsorts Youth Project and Safety Net, are used to support our anti-bullying work as well as the local council as well as Youth Offenders in restorative work.

### **Staff training**

All staff new to the school receive a copy of this policy. There is at least one annual training session for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms of bullying behaviour including cyber-bullying and are trained to identify, record and challenge prejudiced based bullying and incidents.

When a student of any age approaches a member of staff regarding a form of bullying they will always be listened to and supported. Staff have training how bullying can affect a target and know how to respond in such cases. For initial bullying a student can approach any member staff they have confidence in who will listen to the student and help them to reflect on a situation and find ways forward for themselves with the support of other students and staff. With the guidance of the adult the views of the students involved are given high priority when deciding the restorative-led outcomes. Teachers fill out an incident form and pass this onto the relevant Head of House. This is then investigated and conversation around kindness and the school policy with the perpetrator will occur. Staff are aware that we support the target AND the perpetrator, changing behaviour through education and guidance. Where appropriate restorative justice is used, all PPL's and PAM's have taken part in training in how to facilitate this.

For bullying incidents that are long term or have failed to respond to a previous approach, other approaches may be used if the target feels confident to use this method. The target and the person displaying bullying behaviour come together in a supervised situation with a mediator who is a member of staff trained in the process. Both target and the person displaying bullying behaviour say how they feel and why. The mediator paraphrases for both of them and then each proposes solutions for improving the relationship. They agree the solution together and the mediator ensures they are both happy with the decision. The target and the person displaying bullying behaviour reconvene with the mediator at an agreed later date to report on how successful they have been. Additional meetings can be arranged to confirm the successful outcomes. Both parties feel secure and unthreatened in sorting out their problem with a member of staff present. The process supports those students who are in conflict but lack the skills to deal with it. Work with the perpetrator is based on underlying thoughts, feelings and unmet needs. Care and support is given to both parties.

Where there are relationships across a Form that cause concern to staff, students or parents/carers, the Form will participate in work on self-esteem and the development of respect for each other. This will be supported by the work of the PSHE Department who will offer additional support and activities wherever they are needed. It may also be decided to give a form additional time off timetable to help resolve any difficulties. The Form Tutor will then give targets for the week and the Form will take a log book to their lessons for subject teachers to record their progress. At a later date the Form Tutor will evaluate their progress and will acknowledge the positive outcomes. If problems persist individuals will be identified and the levelled strategies put in.

### **Stages of dealing with bullying:**

If the incident(s) of bullying in school are severe then a student may start at Level 2, or higher.

#### **Level 1**

For initial low-level bullying start by discussing fully the incident with the target and identify how **THEY** wish to proceed, either by:

- One to one help with their chosen member of staff to examine how situation can be resolved.
- Group/form discussion with the support of their chosen member of staff or form tutor.
- 'Face' to 'face' contact supported by their chosen member of staff and form tutor of the person displaying bullying behaviour.
- Students will be encouraged to discuss the events with their parents/carers.
- Students may also choose to be supported by trained ambassadors from older members of the community.
- A report of this event will be kept by the member of staff and must be logged onto PARS.
- Regular contact must be kept with the target so that successful outcomes will be reviewed at an agreed short- and long-term date.

#### **Level 2**

- If the above approaches are not successful or the incident reported is determined after investigation to be a serious and /or persistent level of bullying then appropriate sanctions are applied.
- The Pastoral and Progress Leader (PPL) or Pastoral and Attendance Manager (PAM) will offer appropriate advice/counselling to firstly the target of bullying and then the person using bullying behaviours.
- Parents/carers of both parties will be informed of the actions we have taken.
- A report of both the event and the actions taken will be kept on PARS.
- Students, both the target and the person displaying bullying behaviour, will be followed up on a short- and long-term basis to check no further incidents have taken place and that the issue/s have been resolved.

#### **Level 3**

- Further bullying will result in appropriate sanctions being taken and may result in a minimum one-day exclusion (internal).
- A face to face discussion will take place with the student demonstrating bullying behaviours, his/her parents/carers and the Pastoral Leader
- In the event of exclusion, a contract will be drawn up where student and parents accept the school's support on behaviour management. At this stage changes to form groups, sets or timetable blocking may be considered.

- Contact will be made with parents/carers of student (target) and their feelings and ideas will be given consideration.
- A report of both the event and the actions taken will be kept on PARS.
- Students, both the target and the person displaying bullying behaviour, will be followed up on a short- and long-term basis to check no further incidents have taken place and that the issue/s are resolved. A referral to counselling/one to one help may be made.

#### **Level 4**

If a student fails to respond to the support given in each of the previous levels and continues with persistent bullying, then this could result in permanent exclusion and possible police involvement.

#### **Reporting bullying in school:**

**All students have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:**

- Alert an adult in school to any concerns.
- Talk to your friends about the situation.
- Above all always tell someone. Adults will usually need to intervene to stop bullying
- All of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.

#### **Students (if you have been bullied)**

- If you feel able to and it is safe to do so, ask person displaying bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Speak to one of our Anti-bullying Student Ambassadors
- Do keep any evidence of online bullying as it can be used as a part of the investigation
- It is possible the situation will take time to resolve, but unless you tell someone we cannot help you.

#### **Parents and carers**

- Listen and talk to your child about the situation and discuss and agree next steps.
- Contact your child's tutor if you are worried or concerned.
- Monitor social networks, messaging applications and computer and phone use.
- Reinforce the value of kindness and respect.

#### **School Staff**

- We take seriously any report of bullying
- We record it and report it to the student's tutor
- We will challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies

- We will consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following ongoing bullying
- We will let other students that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date
- We will record on SIMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved

Where bullying behaviour is denied and evidence is hard to find those involved will be closely observed and monitored. The student saying they are being bullied will be asked to record and report any incidents which cause them concern.

### **Principal and governors**

- Reports of bullying and prejudiced based incidents will be made by the Principal / Head of School to the governing body
- The Principal / Head of School will also report on the Safe and Well School Survey
- The Principal and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by students or parents and carers about bullying in the school community.

### **Sanctions**

Sanctions by themselves are unlikely to change bullying behaviour but sanctions in line with the school's Behaviour Policy will be used where appropriate and to send a clear message about the seriousness of the behaviour. These might include:

- Official warnings to cease offending or sanctions could be applied
- Homework tasks around abuse, bullying and unkindness from a range of subjects.
- Detention
- Involvement of the Neighbourhood Schools Officer (the Police)
- Exclusion from certain areas of premises
- Internal exclusion
- Fixed-term exclusion
- Permanent exclusion
- Parents and carers of those involved will be informed of any action taken.
- Records will be kept on students' files.

### **Monitoring and Evaluation**

This document will be monitored and evaluated regularly by students, staff and Governors.