

Thomas More Catholic School



ANTI BULLYING POLICY

Mission Statement

To Care for, respect and value all people and our environment.

To Learn that justice and love are the foundations of our Faith.
To make these the guiding principles of our community in its commitment to academic excellence and personal integrity.

To Achieve beyond our highest expectations, creating challenging opportunities, which take us all confidently through the 21st Century.

This policy has been adopted by the Governing Body of Thomas More Catholic School, and is subject to an annual review

Date Reviewed	Autumn Term 2018
Review Confirmed by	Full Governing Body
Statutory / Non Statutory	Non Statutory
Review Frequency	3 Yearly
Next Review Due	Autumn Term 2021

CONTEXT

Thomas More Catholic School (TMCS) is committed to promoting the happiness and well-being of the individual irrespective of religion, gender, sexuality, disability, appearance or ethnic, racial or social origin

The school places Christ at the centre of all activities and experiences and looks to the example of Christ as its model for enabling all to 'live life to the full'.

The aim at **Thomas More Catholic School** is to provide a genuine Christian education through which all may come to recognise the dignity of the person and the basic equality of all.

The **Governors** of TMCS aim to achieve this in an atmosphere of a caring, inclusive, Christian community where, supported by the ideals and practice of our Catholic faith and underpinned by Gospel values, the uniqueness of each child is acknowledged and each person's ability, aptitude and gifts are developed to the full.

- We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Thomas More Catholic School whether it is in school or on off-site activities.
- If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.
- **TMCS is a 'telling school'** and all students understand that it is their responsibility to report any bullying they witness, thus taking the onus off the victim to 'tell tales'. There is positive acknowledgment for those who report bullying and stand up for those unable to stand up for themselves.
- All members of Thomas More Catholic School staff, students and parents should have an understanding of what bullying is and what the school's procedures are for responding to bullying.
- As a school we take bullying seriously. Students and parents should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

Thomas More Catholic School uses a range of methods to resolve incidents of bullying when they occur these include the following:

Low-level bullying and relationship-break-downs

- At this level students are asked to take ownership of the situation and responsibility for their behaviour.
- Restorative Justice meetings - This can include space to have a discussion in a supportive and friendly atmosphere guided by a member of the Thomas More Pastoral (TMP) team, where-by any agreement reached will be reported to the Year Leader, to monitor the agreement.
- Peer Mediation – students can self-refer to specially designated students who are trained in mediation.
- Peer Mentors – where students do not want to meet, but need support, students can apply for a peer mentor to support them if they have been harmed and those who have done the harm. Students who take in the role have been given training and this is for a specific time.
- Support includes Learning Mentors and School Chaplain to support students during and after bullying incidents, this can be for either victims or perpetrators of bullying.

Escalation:

Where bullying has come to the attention of staff or if low-level peer support has failed then staff will take the following measures:

- Discuss with each pupil involved what has happened, or ask students to fill in a reflection sheet, which will be used to ascertain what has happened. This may be done in TMP, with the Year Leader or with the students tutor.
- Trained Staff may mediate if all students agree to attend to resolve the situation. This may be done informally or where a formal meeting happens students will be given a time. If this is after school staff will inform parents of the meeting and any resolution.

- Staff may also do indirect mediation in TMP, where students do not wish to meet directly with each other, but a resolution is necessary for both students to feel safe in school.
- Where staff feel that the seriousness of the incident has impacted on TMCS community this will be referred to a Senior Leader, a Safeguarding lead person or the Headteacher

High Level response:

Incidents that affect the whole school community or have an impact of the local community mean that a Year Leader, Senior Leader, designated learning mentor, and the Head teacher may take specific action including:

- Concentrated Restorative Justice – where a bullying incident occurs all those affected are asked to attend to acknowledge the harm caused and what needs to be done to repair the damage, and prevent it happening again. This is guided and facilitated by a lead practitioner (behaviour mentor) accompanied by the Year Leader and/or the Senior member of staff linked with that particular year group
- Exclusion from school.
- Referral to outside agency this may include the Police, Social Services, Counsellors and voluntary agencies e.g. victim support

TMCS uses prevention, detection, and responses as its strategy for stopping bullying. The strategy is reviewed if new issues arise.

‘Bullying’ – defined

Bullying is the use of deliberate aggression with the intention of hurting another person. Bullying is persistent and results in pain and distress to the affected person.

Bullying is intimidatory behaviour, usually persistent, and repeated often over a period of time. It should not be confused with “one off” incidents that can occur in any school and may not be deemed ‘bullying’.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on, the issue of sexuality
- Special Educational Needs – because of learning or physical disabilities
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse
- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, BBM
- Gender-related issues including sexism and trans-gender issues

Some of these instances may occur outside of school. If they affect a child's wellbeing at Thomas More Catholic School, they will be dealt with in accordance with this policy.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

We all have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A student may indicate by signs, words or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of walking to or from school
- Does not want to go on the bus
- Insists on being driven to school
- Changes his / her routine
- Is unwilling to go to school after previously enjoying being part of the school community
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering

- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or unexpectedly go missing
- Asks for money or starts stealing money (to pay bully)
- Instances of monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

This list is not exhaustive, and these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Bullying is often described by young people as:

- being called names
- being teased about something that is designed to intimidate
- being hit, pushed, pulled, pinched or kicked
- having possessions taken
- receiving abusive text messages or emails
- being forced to hand over money
- being forced to do something they don't want to do
- being ignored or left out
- being attacked because of religion, gender, sexuality, disability, appearance or ethnic, racial or social origin
- being made a 'scapegoat'

“At the heart of bullying is a spiritual malaise. There is a spiritual vacuum. The belief in a Christian God results in a recognition that everyone is sacred, everyone is of absolute worth and value. This belief is an active one. “What you do to the least of these you also do to me.” Bullying a person is a sign of disregard, of contempt for that person. It is the direct opposite of the law of love and the law of love is the foundation of a Christian life.” (Dom Anthony Sutch)

WHO IS A BULLY?

- Bullies are cowards who often take out the frustration of their life on someone they perceive as weaker, or inferior, to them
- Often bullies act in groups, rather than individually (with clear ringleaders)
- Children who are abused within the home **may** bully others in school in order to gain a feeling of 'control' or 'power'
- Bullies have often been victims of other bullies themselves
- Often bullies are aware of what they are doing, but don't know how to 'break the habit'

WHO IS BULLIED?

- All students in a school can be bullied – some are able to cope and hide their torment, whilst others can suffer loss of confidence
- It is not always those with obvious differences that are bullied; many children are bullied for no obvious reason
- For many children, their current tormentor is a former friend
- Sometimes children are provocative victims of bullying

WHAT ARE THE EFFECTS OF BULLYING?

- Bullying breaks children down; it is shameful, frightening and humiliating.
- Young people often feel powerless to stop bullying
- Some young people become school phobic
- Some develop 'illnesses' that keep them away from school
- A few find life so unbearable that they become depressed, self-harm or attempt suicide
- Some carry the effects of bullying long into their adult lives

PROCEDURES

Procedures to alert students and staff about cases of bullying

- **Staff awareness through getting to know students in their care** and watching for any changes in behaviour, academic performance
- **The role of the Form Tutor as a staff member who has daily and close contact with their group of student is paramount:**

“Good Tutor Group management: leading, inspiring, listening, decision-making, resolving of conflict”

The Head teacher

The Head teacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students.

The Head teacher will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team and staff members
- ensure appropriate CPD is available;
- ensure that the procedures are brought to the attention of all staff, parents and students
- report issues to the Governing Body as appropriate

Deputy Head teachers will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- keep the HT and relevant staff informed of incidents
- arrange relevant staff CPD
- determine how best to involve parents in the solution of individual problems;

Year Leaders or Subject / Curriculum Leaders) will:

- be responsible for ensuring that TMCS's positive strategies are put into practice; and
- deal with any incidents that are reported / report serious incidents to Line Manager / SLT / HT

Learning and Inclusion Centre (TMP) will

- be responsible for liaising with Year Leaders / Form Tutors / SLT / HT involving students who have been bullied or are involved in bullying
- take accounts of incidents from students involved in bullying incidents;
- be involved in any agreed strategy to achieve a solution, such as 'Restorative Justice'
- take part in any CPD, including anti-bullying programmes in the PSHE and Citizenship course

All Staff will:

- know the policy and procedures;
- be observant and to ask students what is happening to them;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity; and
- participate in PSHE and Citizenship courses as appropriate.
- Report all issues through the school's CPOMS system.

Staff

If bullying is reported to a member of staff, the details will be recorded on CPOMS and passed on to the affected student's Form Tutor / Year Leader / TMP staff / SLT / HT

The following questions are a useful guide when speaking to a student about a bullying incident:

- Reflection – What has happened? Could it have been different?
- Resolution – How can we try to ensure this does not happen again?
- Reconciliation – How we put things right between those involved?

In cases of serious bullying, staff will record the incidents.

Please be advised that, at all times, reports of bullying will be handled sensitively and compassionately. At no time will the name of a child who reports having been bullied or the children who report bullying issues be made known by the member of staff, to the bullies.

Anti-Bullying Education in the Curriculum

Thomas More Catholic School will raise awareness of the anti-social nature of bullying through its PSHE and Citizenship programme, Assemblies, the Student Council, use of Tutorial time and in the National Curriculum programmes of study as appropriate.

The Line Manager for Citizenship is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHE and Citizenship course; and Curriculum Leaders are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Anti-bullying Procedures

Parents

If parents suspect their child is being bullied they must contact the Form Tutor / Year Leader in the first instance. If the incident is felt to be very serious, parents may of course contact the Head teacher, either of the Deputy Head teachers or any member of the Senior Leadership Team.

Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

Parents must leave the initial investigation to the school. Though there may be a temptation to do so, any attempt to resolve the issue themselves will inevitably make the matter worse.

Parents should encourage their child to talk to their Form Tutor or trusted member of staff or other member of staff in the first instance.

Students

If a student thinks he / she is being bullied an adult, parent, Form Tutor, Year Leader or other member of staff must be informed and be prepared to explain what form the bullying is taking and how it affects them

Students who witness bullying must tell an adult, parent, Form Tutor, Year Leader or other member of staff.

To say nothing is to condone bullying; if nothing is said, nothing can be done and an issue may become very serious.

Consequences

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, TMCS recognises that there are consequences for aggressive and inappropriate behaviour and these will be put into place.

After investigating any bullying issues, the following consequences may apply

- If necessary and appropriate, police will be consulted.
- In most cases, parents will be informed and will be asked to come to a meeting to discuss the problem.
- Behaviour for Learning Code invoked – behaviour points recorded on SMS
- Students may be removed from class and spend time in TMP following a programme designed to get them to address their aggressive behaviour
- Students may be changed Tutor groups / teaching groups

- Recommendation for 'Restorative Justice'
- Counselling
- Behaviour for Learning Code invoked – behaviour points recorded on SMS
For persistent offenders or incidents, considered as gross acts of aggression, a student may be permanently excluded
- A managed move to another school

The list is not exhaustive; the HT may consider any course of action commensurate with the offence

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice / Chaplain
- Reassurance
- Offering continuous support with a designated member of staff
- Restoring self-esteem and self-confidence
- Referral to a Peer Mentor if appropriate
- Referral to a counsellor
- Offering continuous support and advice to parents
- Being informed about the outcome of the investigation in to their concerns

Students who have bullied will be enabled to address their inappropriate behaviour by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong-doing and the need for change
- Informing parents to help change the attitude of the student
- Referral to a counsellor / Chaplain
- Attend a mediation (Restorative Justice) meeting with the affected student to resolve issues and prevent recurrence

Complaints

If a parent or guardian is dissatisfied with the nature or swiftness of a response made by TMCS, following a reported incident of bullying, he/she may wish to make a complaint.

The complaints procedure for a case of bullying follows the guidance of TMCS's Complaints Policy. The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If however the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will have to be taken.

Equal Opportunities

In implementing this policy all members of staff must take into account Thomas More Catholic School's Equal Opportunities policy. Staff must ensure that no student involved in any incident of bullying, is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

SUPPORT SYSTEMS

A strong peer support system is in place throughout the school using

- Buddies for Year 7s
- Year 12/13 Student Ambassadors

Counselling and mediation – through the Year Leader or Chaplain for both bully and victim

- **Strategies for dealing with bullying are present in the curriculum** and certain subject areas have a key role to play in raising self esteem, developing confidence and problem solving skills e.g. Drama, RE, English, Tutor time etc.
- **Reinforcement of existing good practice** so that children are encouraged to make friends, as strong friendships are the best defence against bullying
- Use of the **Buddy** system whereby students can make contact with the older students or the School Chaplain about incidences of bullying, through the sending of notes
- Use of **outside speakers and drama groups** who focus on issues related to bullying
- **Areas** of the school where students can go to feel safe / a 'sanctuary'.
- **Support for those with poor social skills** through assertiveness training and confidence building – referrals to TMP
- **Student ambassadors** – identifiable throughout the school and present at the end of the day at bus stops in Purley.

Thomas More Catholic School Needs Assessment and Monitoring of Bullying

TMCS community will develop data collection methods to identify trends in TMCS community to assess the needs and monitor our initiatives. Data collection is vital to identify particular cases and also trends that may affect a class, year group, or whole school. Data collection is a key tool to help schools identify effective intervention to tackle trends in bullying and plan initiatives based results from TMCS community.

What we use to find out how well we're doing:

Quantitative – collecting data	Qualitative – collecting stories
Questionnaires for <ul style="list-style-type: none"> • Class • Year group • School • Staff 	Interviews with: <ul style="list-style-type: none"> • Children involved in incident • Students • Staff • Parents
Monitoring incidents on SIMs and CPOMS Behaviour incident forms	Case studies of good practice in TMCS
Statistics on School Census	Focus group with key groups in TMCS: <ul style="list-style-type: none"> • School Council • Peer Mediators • Peer Mentors • Play ground buddies • Groups of staff • Groups of parents/carers
Parents complaints procedure	Witness statements made in TMP

The use of quantitative data helps TMCS community spot trends and measure from a baseline (i.e. starting point). The development of a baseline allows a follow-up measure to look for changes in numbers.

Qualitative information helps to identify the experiences TMCS community has about the systems being used. This information also gives an understanding of why numbers may move, based on the experiences of those involved

Celebrating our success

Thomas More Catholic School recognises that the most successful way to prevent bullying is by having an inclusive community. Each year in November is Anti-Bullying Week, this is where the school comes together to address issues, share our experiences, celebrate our success stories.

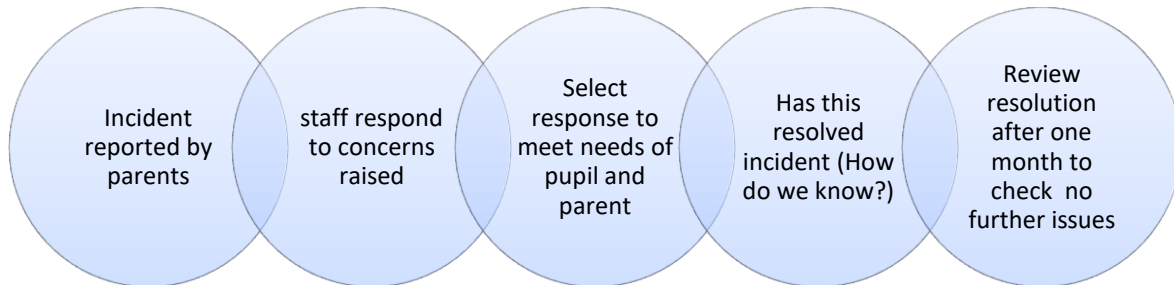
Events and workshops will be put on for students, staff, parents and Governors.

What do Parents need to know?

Thomas More Catholic School recognises that in some instances parents and carers may be the first to find out about a bullying incident. TMCS takes all allegation of bullying seriously and a member of staff will take the lead in communicating TMCSs response and addressing concerns.

The process staff will use to respond to allegations of bullying by parents and carers is as follows:

- Has the pupil identified a member of staff they trust, has this been communicated to the parent? If this is the case then that member of staff will be the first to respond to the incident.
- If not, who has the parent informed? Are we aware of the incident?
- What is the appropriate response?
- Has the incident been resolved to the parent/carers and students satisfaction?



Communicating our Anti-bullying stance

DFE Guidance recommends that summaries of anti-bullying policies be displayed and communicated to the whole-school community, e.g., in the reception area and teaching rooms, on the web, in Home-School agreements.

Roles and responsibilities

Governors will:

- ensure the existence of and regular review of Anti-Bullying and Race Equality policies (see separate policy)
- include updates on anti-bullying and race equality work in annual report
- be available to hear any parent /carers' complaints or concerns – make them aware of systems for this

Headteacher will:

- ensure that anti-bullying and supporting pastoral/curricular measures are regularly reviewed and featured in school improvement planning.
- ensure policies communicated to all staff, parent/carers and students once a year
- contribute to and have an overview of formal disciplinary proceedings

Newly Qualified Teachers (NQTs)

- all NQTs will be given training as part of their induction into TMCS on how staff prevent, detect and respond to bullying using this policy.
- support is on offer to NQTs when dealing with bullying situations by an experienced member of staff.

Teaching staff will:

- ensure good relationships and class ethos
- ensure appropriate delivery of curriculum
- deal with incidents, referring when necessary

Associate Staff will:

- contribute as appropriate to preventative/support strategies to develop students' social skills
- contribute to delivery of curriculum and/or extra-curricular activities as appropriate
- support and reinforce policy in dealings with students and/or parent/carers

Students will:

- Tell someone if they are being bullied e.g. teacher, peer mentor, parent or relative.
- Tell someone if they see somebody being bullied and become an 'upstander as opposed to bystander'

Outside agency/ies will:

- be clear on the support they can offer TMCS and this has been agreed with TMCS.
- when working with students and parents that they reflect the values and approach used by TMCS.
- feedback to TMCS issues, concerns or good practice on TMCS's Anti-Bullying policy.

Training and Resources

Staff training, parents, students and Governors, annual training and specific training is based on emerging needs of TMCS community. For staff training needs, Performance Management and request and observation will inform TMCSs development of training to tackle bullying in TMCS.

Appendix 1 Forms of Bullying:

Special Educational Needs and Students with Disabilities.

Students with Special Educational Needs (SEN) and Disabilities have a range of needs, schools will have to review guidance based on the needs of their cohort of students. Students with SEN and Disabilities are also included in the prejudiced based bullying definition below.

SEN students have been highlighted through research e.g. national autistic society, as having higher rates of victimisation than other groups of students. Students who bully others on the basis of their SEN will face serious consequences

Cyber-bullying

Cyber-bullying is based on the use of information technology and communication devices. These would include the following:

- Mobile phones – including phone calls, text messages, and sending pictures
- E-mail, MSN and BBM
- Chat rooms
- Image distribution including photos and video footage
- Social websites such as Facebook, Twitter, SnapChat and Youtube

Croydon schools have monitoring systems to detect inappropriate internet use, and can block sites and withdraw passwords for inappropriate use of computers, mobile-phones can be confiscated by schools if inappropriately used.

Cyber-bullying due to its remoteness and anonymity has a dehumanising effect, by which perpetrators often feel there is no real-world consequence to their actions in cyber-space. (see Internet Acceptable Use Policy)

Prejudice Based / Motivated Bullying.

Bullying within schools and in the wider community can be a consequence of stereotyping or making judgements about the identity of an individual or group of people. For example, preconceived ideas relating to race, gender, ethnicity, sexual orientation, disability, age and religion can lead to 'prejudice based bullying'. (Anti-Bullying Alliance 2008)

The following section addresses various types of prejudice-based bullying. Croydon Children and Young People defines 'prejudice based bullying' as any incident which is:

This definition has been developed to give clarity to TMCS community when tackling prejudice in various forms. The responsibility for proving that an incident is not based on prejudice shifts to the person accused of the bullying rather than the victim. This can be very important when bullying is done covertly or when the victim does not perceive the prejudice as harmful.

Homophobic Bullying.

The use of homophobic language towards students who are or are perceived to be Lesbian, Gay, Bi-sexual, or Trans-sexual (LGBT) is often ignored in schools. Often homophobic language is used in slang terms which adults may not recognise.

TMCS community will develop how best to address homophobic attitudes across TMCS.

The National Union of Teachers has identified through research that homophobia is likely to occur in single-sex boys schools and co-educational schools, rather than single-sex girls schools.

Members of TMCS community may be targeted by perpetrators for having a characteristic that is perceived to be 'gay'; This can be linked to bullying based on gender and stereotyping and links to schools gender equality duty. Homophobia can be towards teachers and parents as well as students. TMCS community will develop support for students who are LGBT.

Faith (or Belief Based) Bullying.

The levels of faith-based bullying are hard to determine. However, anecdotal evidence suggests that students are being bullied based on their faith and also for not belonging to a particular faith. Schools can address these issues through the curriculum and Religious Education.

As an inclusive, multi-faith community, TMCS is opposed to any form of Faith / Belief based bullying (see Equality Policy)

Racist Bullying.

Racist bullying can be defined as:

'any incident which is perceived as racist by the victim, or any other person'. (Mcpherson, February 1999)

TMCS reports racist bullying using Racist Incident Monitoring forms (**RIMS**)
For more information go to:

Sexual and Sexist Bullying

Sexual Bullying is defined as bullying that has an unwanted sexual link. This can involve boys or girls making sexually inappropriate comments or touching other students inappropriately. Generally, sexist bullying and

harassment is often perpetrated by boys and men. The NUT defines sexism as:

“Behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination.

It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned'” (NUT Policy Statement on sexual bullying & harassment).

Sexist attitudes can be reinforced by narrow views of gender in TMCS community. TMCS community works in partnership across the curriculum and agencies to challenge sexist attitudes.