



**St Nicholas
Catholic High School**

Anti-Bullying and Anti-Harassment Policy

Linked to:

Safeguarding Policy (2018)

Behaviour Policy (2018)

Version Control

Current version	Previous version	Summary of changes made

Policy Impact Statement	
Policy:	
This Policy has been implemented:	
Fully	
Partially	
Occasionally	
Not at all (give reasons why)	
What revisions need to be made:	
To the Policy?	See Version Control Above
To its implementation?	

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1. Guiding Principles

The St. Nicholas Catholic High School Anti-Bullying and Anti-Harassment Policy is rooted in the School Mission Statement which makes explicit the Christian Values on which the School is based and the sacredness and worth of each individual in the School community. It acknowledges that good behaviour towards others is a necessary condition for effective teaching and learning, is an important outcome of Education and allows for the total development of each individual in our community.

We aspire to embrace the Gospel and its values, celebrating uniqueness and diversity. Our learning, within an enterprise culture, is based upon trust and respect which define our relationships within the world family.

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school:

- a. To promote a positive atmosphere based on our Christian community where discipline and good order lead to excellence.
- b. To develop a whole school approach and effective implementation of a policy of behaviour.
- c. To recognize, reward and celebrate good behaviour.
- d. To marginalise poor behaviour towards others by promoting good behaviour towards others
- e. To involve students, parents, staff and governors in the creation and implementation of a consistent approach to anti-bullying.

This policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

2. Rationale

St Nicholas High School has a tradition of high standards of behaviour and this policy aims to support students, parents, staff and governors in maintaining and improving those standards. Good standards of behaviour towards others lead to better levels of achievement, enjoyment and participation in school life by all.

What makes us different as a Catholic school is that we care more about *who* a child becomes than merely *what* she or he becomes. In this way we seek to ensure that each student is not only prepared for society when they leave school but equipped to make a positive contribution for its betterment.

3. Aims of Policy

- To create throughout the whole school community (including students and all school staff) an ethos which ensures that bullying is seen as unacceptable.
- To provide students with the skills and attitudes which help them recognise bullying in themselves and others and thus help prevent it.
- To provide procedures for all those involved in the school community when instances of bullying arise.

This policy focuses on bullying between students. For further information regarding bullying involving adults please refer to the School Code of Conduct (2014) and the Whistle Blowing Policy and Protocol (2018).

4. Legislation and Criminal Law

This policy is based on most recent advice from the Department for Education (DfE) on:

- [Behaviour and Discipline in Schools \(2016\)](#)
- [Searching, Screening and Confiscation at School \(2018\)](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force in Schools \(2013\)](#)
- [The Special Educational Needs and Disability \(SEND\) code of practice \(2015\)](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE 2017)

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they could seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

5. A Code of Behaviour for Students (the 4Rs)

There are four core expectations that students at St Nicholas Catholic High School believe are central to good behaviour: respect for others, respect for yourself and respect for the School.

Respect for others

- a. Treat all other people in the same way as you would like to be treated
- b. Listen to and accept the views of others
- c. Have an acceptance of others' learning
- d. Encourage and help those around you
- e. Respect school property and the property of others

- f. Language should never be racist, sexist, homophobic or transphobic; no student should accept or tolerate such language.

Respect for yourself

- a. Use your time to good effect and try your best at everything you attempt
- b. Accept praise and respond positively to criticism
- c. Dress neatly, wear the correct school uniform and take pride in your appearance

Respect for the School

- a. Represent the School in a way that demonstrates the values of the St Nicholas Catholic High School.
- b. Respect others' learning environment
- c. Arrive at school, lessons and activities on time and with the correct equipment and uniform
- d. Participate enthusiastically in all lessons and activities
- e. Develop a responsible approach to class work and homework

Ready to Learn

- a. Arrive at school, lessons and activities on time
- b. Arrive with the correct equipment and books for your lessons
- c. Wear the correct school uniform at all times
- d. Arrive with a positive attitude and determination to succeed

To assist in meeting these expectations, students at St Nicholas Catholic High School expect the rules set out by staff to be enforced fairly and consistently. Students understand that they must follow the expectations set out in the School Planner at all times and accept the consequences if these expectations are not met.

6. A definition of bullying and cyber bullying (DfE Guidance July 2017)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Poor behaviour and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

7. A definition of harassment

Harassment is always linked to anti-discrimination laws and occurs, when an individual is subjected to unwanted conduct which has the purpose (intentional) or effect (unintentional) of violating a person's dignity, or creating a hostile and/or intimidating environment for that person. Any action that is demeaning and unwanted by an individual may constitute harassment.

*Bullying and harassment can take many **forms**. The following are examples but are not exhaustive:*

- Racial – taunts, graffiti etc.
- Harassment on religious grounds
- Gender – taunts, etc.
- Physical abuse – punching, hitting, using any violence etc.
- Sexual – unwanted physical contact or sexual innuendo
- Sexual orientation – comments about a person's sexuality
- Disability
- Cyber bullying

Types of bullying and harassment incidents may include the following (but this is not an exclusive list):

- Making offensive and abusive remarks
- Insulting or name-calling, comments and actions
- Isolation or 'cold-shouldering' of individuals
- Sending offensive text messages or unwanted emails or attachments
- Making unwanted and deliberate physical contact
- Using social networking sites to bully and/or harass
- Physical actions e.g. hitting, spitting etc.

St Nicholas Catholic High School acknowledges the potential seriousness of bullying in causing psychological damage and sometimes physical harm (whether inflicted or self-inflicted). Students being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting.

It is important that all students recognise they have a part in preventing bullying and harassment. Everyone in the school has a responsibility to work against any form of harassment and bullying. It is deemed as acceptance of bullying or harassment when a member of the school community stays silent when they know it is taking place and this is unacceptable at St Nicholas Catholic High School.

Any individual being harassed or bullied should try to make it clear to the person/s responsible that such behaviour is unacceptable.

8. Bullying which occurs outside school premises

School staff have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it may be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff have the power to discipline students for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

9. Vulnerable students

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. Keeping Children Safe in Education (2018) highlights the potential disproportionate impact of bullying for students with SEN and Disabilities. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

10. Procedures for dealing with incidents of bullying or harassment

Students should be made aware that they can and should approach any members of staff about an issue of bullying. If they are unable to do this they should at the minimum turn to trusted friends or family members. Families of students have a duty to inform the school of any bullying taking place within school or the school community so that this can be investigated. Any student aware of bullying but not directly implicated in it must speak to a teacher as a duty. There can be no 'innocent bystanders' in our school.

- If a student is being bullied during the school day the incident should be acted upon by the first available adult to become aware of the problem who will refer the incident to the relevant Subject Teacher, Form Tutor, Year Leader or Assistant Headteacher.
- If a student is a victim of cyber bullying by another student outside of school then the student/parent/carer should contact the relevant Year Leader or Assistant Headteacher who will investigate.
- Students who witness bullying must report the incident to the most easily available adult
- Information regarding the bullying will be shared with relevant staff to limit the potential for it to continue.
- The parents/carers of the victim and the perpetrator will be informed of the incident and the action taken
- For support and sanction, reference should be made to the Behaviour Ladder (See Behaviour Policy)

11. Advice for parents/carers

How can I tell if my child is being bullied?

Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- unwillingness to go to school
- feeling unwell, often with a headache
- irritability

- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night
- missing or damaged belongings

What should I do if I think my child is being bullied?

If you suspect your child is being bullied, don't ignore it. Find a quiet time to talk to your son/daughter. Explain that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it and contact the school

The incidence of cyber bullying through social networking sites, emails and texts has grown nationally in recent times and is a difficult area to police. It is important that as a parents/carer you monitor the messages received and the sites which your child uses. If you feel that cyber bullying is taking place by another student at the school then you should contact the school directly.

You could seek outside help on bullying from a specialist adviser and information on this is available from the following websites:

- www.bullying.co.uk
- www.kidscape.org.uk
- www.besomeonetotell.org.uk
- www.anti-bullyingalliance.org.uk

12. Advice for students

Nobody has the right to hurt other people by hitting them, kicking them, calling them names, sending them threatening text messages, spreading rumours about them, or by doing anything else which is intended to be upsetting.

People who bully try to justify their actions by saying that it is the other person's fault, or that they are "different". They may pick on someone who is tall or small, or fat or thin, or wears glasses, or has a different accent, or another religion, or is shy or clever, or good looking, or disabled or... Any excuse will do, and if there is no real difference then they will invent one.

If this is happening to you, tell yourself that it is not your fault and that it is the people who are bullying who need to change, not you.

What can you do ✓

The most important thing is to **do something**. Sometimes bullying stops quickly, but doing nothing means it may continue until someone is seriously upset or hurt. That could be you, or the bullies may find someone else to pick on.

The school can act to stop bullying - **if** they know it is happening.

✓ Talk to someone you trust, such as a teacher, parent, older relative or friend. Be persistent. If the first person you talk to doesn't help, do not give up. Speak to someone else.

✓ If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened. Try to write down how you feel. When you have found someone you can trust, discuss what you have written with that person. If you think anyone may have witnessed what has happened write down their name.

✓ If you find it difficult to talk to an adult, ask one of your friends to go with you, or ask someone to talk to an adult for you.

✓ Use the SHARP system to let someone at the school know what has happened to you. You can contact SHARP at - stnicholas.thesharpsystem.com.

✓ Learning Mentors within school can be a useful contact for help and support.

✓ You could telephone Childline's special bullying helpline on 0800 44 11 11. The call is free and they are there to offer help and advice. They will not normally tell anyone else what you have talked about unless you agree.

What should you not do ✗

✗ Do not blame yourself- it is not your fault if you are being bullied.

✗ Do not try to deal with the problem on your own - there is nothing wrong with asking for help.

✗ Do not hit the people who are bullying you - you might end up being accused of bullying yourself.

✗ Do not exaggerate - always tell the truth about what has happened. If a small part of what you are saying is shown to be untrue then everything else will be in doubt.

✗ Do not hide what is happening from the adults you trust - keeping things secret is the bullies' biggest weapon. That is why they go to so much trouble to stop you telling.

13. Bullying by adults

Bullying is wrong whatever the age of the person who is doing it. Adults can bully children in many different ways. If an adult is doing something to you or trying to make you do something which you do not like, then you must talk to someone. Even if you are not sure what they are doing is bullying. If this is happening do not keep it a secret. The only way to stop bullying is to talk openly about it.

14. Helping others

You do not have to be the one being bullied yourself to act. People who bully also get fun and encouragement from the reaction of bystanders. If you see someone else being bullied and do nothing, the bullies may think that you approve of what they are doing. It is essential to our school ethos that we aspire to live by the gospel values

If you know someone who is being bullied, make sure that teachers know what is going on. If the bully is an adult, talk to a teacher you trust or to your parent or carer.

If you do nothing it could be your turn next...

You can help by:

- Being a friend to someone who is being bullied. People being bullied often feel alone and helpless, so it is very important for them to know that somebody cares.
- Offering to talk to the person being bullied about how they are feeling and encouraging them to ask for help from a teacher or other adult. You could offer to ask for help or advice for them.
- Taking part in your school's anti-bullying strategy, including activities such as designing posters or carrying out surveys.
- Joining a "buddy" or peer support scheme.
- Reporting what you have seen to a teacher or using the SHARP system
- Remember, bullying is wrong. Do not ignore it. Ask for help.
- If everyone works together, we can stop bullying.

15. Roles and Responsibilities

15.1 All members of staff

- Implement the Anti-Bullying and Anti-Harassment Policy consistently
- Challenge bullying and harassment
- Model positive behaviour
- Record incidents of bullying and harassment
- Inform students of how they can respond to bullying and harassment
- Ensure students are aware that bullying and harassment can be construed as hate crimes, and may result in criminal proceedings against those committing them.
- Ensure effective pastoral care for all students

15.2 The Headteacher

- Develop an ethos where the contribution of ALL members of the school community are valued
- Approve this Policy and recommend to the Governing Body
- Review this Policy in conjunction with The Governing Body
- Ensure all members of staff implement this Policy and its effectiveness is monitored Ensuring teacher and student-led assemblies focusing on bullying
- Ensure a particular emphasis on year assemblies and form time activities during National Anti-Bullying Week. (November)

15.3 The Governing Body

- Review this Policy in conjunction with the Headteacher

- Monitor the Policy's effectiveness, holding the Headteacher to account for its implementation

15.4 Parents and Carers

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any bullying and / or harassment concerns with the school promptly

Reviewed by: Student Welfare & Progress Committee	Date: 15 th November 2018
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