



DSA Anti-bullying

This policy outlines what St Alban's Catholic Voluntary Academy will do to prevent, tackle and reduce the chance of bullying at our school. We know that bullying can take place anywhere at and time. Therefore, our aim is to involve the whole school community in developing an anti-bullying culture whereby no bullying, including between children, adults or adults and children is ever tolerated. It will be one way to realise our vision, 'Learning, Loving and Living together, side by side with God'.

Head Teacher: Tim Brogan

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Aims

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This policy links to:

Attendance policy
Behaviour, Attitudes and Character policy
Child Protection and Safeguarding policy
Code of Conduct SRS
Complaints policy
Equality and Diversity policy
Mental Health and Wellbeing policy
Online policy
RPI policy
RSE and PSHE policy
Suspensions and Exclusions policy

[All the policies above can be found here.](#)

Our Academy Vision

Learning, Loving and Living together, side by side with God.

Learning

- *Embrace my opportunities to grow, aspire, thrive and excel.*
- *Become Christ through the Good News.*

Loving

- *Show love, tolerance and acceptance of all around me.*
- *Love others as Christ loves us.*

Living

- *Leading, serving and walking with my community.*
- *Living in communion with Christ.*

Our Academy Rules

Learning

Always try your best

Loving

Show respect

Living

Take of one another and our things

Character Behaviours

In order to fulfil this vision, our pupils have chosen and are taught about ‘Character Behaviours’ which they reflect on and strive to live out in their everyday interactions so that they are choosing the correct behaviour for the situation they are in. In order to develop exceptional behaviour, attitudes and character, we focus on:

- Self-awareness
- Teamwork
- Aspiration
- Loving
- Bravery
- Appreciation
- Non-judgemental
- Service

Due to our vision, academy rules, character behaviours and behaviour curriculum, pupil-led approach to Anti-bullying, in addition to our Catholic ethos, bullying incidents are extremely rare at St Alban’s. However, we know that bullying can take place anywhere, anytime. As a result, we take all allegations of bullying extremely seriously and do everything possible reduces the chances of it happening in our community.

What is bullying behaviour?

Bullying is behaviour by a person or group, repeated over time, that intentionally hurts another person or group either physically or emotionally by intimidating or demeaning others. It is usually persistent, is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying behaviour may include, but is not limited to:

Physical

– pushing, poking, kicking, hitting, biting, pinching etc.

Verbal

– name calling, sarcasm, spreading rumours, threats, teasing, belittling

Emotional

– isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion

Sexual

– unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online / Cyber

– posting on social media, sharing photos, sending nasty text messages, social exclusion etc.

Indirect

– can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation

Prejudice-related

– derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, or because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

The STOP Test

We will help our pupils to distinguish between isolated or non-bullying incidents, and what could be defined as bullying. We will do this by applying the **STOP** test. Bullying is **Several Times On Purpose**.

We asked our pupils to describe what they consider to be bullying. The examples they gave of bullying behaviour, which can take place online and face to face, **Several Times On Purpose**, are:

- name calling and teasing
- cyber bullying, including receiving abusive text messages or emails
- physical abuse, e.g. hitting, pushing, pinching or kicking
- having personal possessions taken or damaged
- being forced to hand over money or possessions
- being forced to do things they don't want to do
- being ignored or left out
- being singled out in any way due to their religion, gender, sexuality, disability, appearance, racial or ethnic origin, or any difference.

Signs and Symptoms

A student may indicate by 'signs' or behaviour that they are being bullied. All adults are aware of these possible signs, that they should report through Edukey for discussion at a Priority Pupil meeting, if a pupil:

- is frightened of walking to or from school (when they usually walk on their own)
- doesn't want to go into areas of the school alone (i.e. toilets, library, dinner hall)
- is unwilling to go to school or is school refusing
- becomes withdrawn, anxious or there is a change in their behaviour

These signs and behaviours could indicate other problems, but bullying will be considered a possibility and should be investigated through the Priority Pupil meeting.

Behaviour often associated with bullying

We understand that there will be occasions when pupils and/or friends fall out. At these times, pupils will feel upset. We know that these can be isolated incidents and even ongoing issues, which are a normal part of social interaction.

We recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional) for a variety of reasons (differences of opinion). Usually, following a relational conflict incident, pupils show remorse and there is a willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but we are aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually). Pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is 'relational conflict' or 'bullying', our school will address the situation and support the pupils and their families to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying.

Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

How do I report bullying if I am a child (including bystanders/witnesses)?

Children know to speak to an adult about their concerns and that they should do this as soon as possible. There are posters in every classroom reminding children to speak out, including information about who they can speak to. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

All staff at the school have had Anti-Bullying training. They know how to listen, record and report incidents through our safeguarding system, Edukey.

How do I report bullying if I am a parent?

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child may have been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

If you are concerned that your child is being bullied by another child or perpetrating bullying, please contact your child's teacher in the first instance through Class Dojo or in person to explain your concerns. When the class teacher has enough details from you, including specific details of incidents of bullying behaviour, they will speak with your child and report the detailed concern using Edukey. In most cases, Mrs Ruston-Donald will investigate the report made by the class teacher and contact you with her findings. The outcome of the investigation and your response to the investigation will be recorded on Edukey.

If you are concerned that your child is being bullied by an adult at the school, please contact Mrs Johnson (Designated Safeguarding Lead) who with the support of Mrs Ruston-Donald (Assistant Headteacher for Behaviour, Attitudes and Character and Deputy DSL) will carry out an investigation and report back to you within 5 working days.

How are incidents recorded and monitored?

All incidents witnessed by staff, reported by children or parents are recorded on Edukey. Mrs Ruston-Donald monitors and reviews behaviour incidents on a weekly basis with the support of class teachers to identify patterns of behaviour over time, triggers for bullying behaviour and to assess whether the behaviour incidents constitute bullying. Leaders monitor allegations of bullying at weekly Priority Pupil meetings.

All incidents of bullying are reported each term to local governing body (LGB) and the St Ralph Sherwin Catholic Multi Academy Trust (SRSCMAT).

Pupils who have been bullied will be supported by school staff who will:

- offer an immediate opportunity to discuss their experiences with their teacher or a trusted member of staff of their choice
- advise them to 'tell' whenever any incident happens (so they can be supported)
- discuss how to respond to concerns, using the STOP approach
- involve parents/carers/social workers/external agencies
- build their resilience (as appropriate)
- provide peer support from an Anti-Bullying Ambassador (ABA) mentor
- reassure the pupil and inform them that the school will continuously monitor and support them
- work with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by school staff who will:

- discuss what happened and establish the concern and the need to change
- follow the guidance and sanction in line with our Behaviour and Attitudes policy
- give the opportunity to genuinely apologise
- involve parents/carers/social workers/external agencies to help change the attitude and behaviour of the child
- provide appropriate education, support and counselling (if required)
- provide peer support from Anti-Bullying Ambassadors
- if online, requesting content to be removed and report account/content to the service provider
- follow the guidance and sanction in line with our Suspension and Exclusions policy (if appropriate).

Who is responsible for Anti-Bullying at the school?

Anti-Bullying is a safeguarding and health and safety issue and as such is everyone's responsibility. However, we have allocated the following with specific responsibilities:

- All staff will listen to children and their families, recording incidents appropriately.
- Class teachers will review and respond immediately to actions issued by the Priority Pupil team, where a child protection or safeguarding issue has been reported in line with our Child Protection and Safeguarding policy.
- The Priority Pupil team will discuss bullying incidents and reports and create actions to support both victims and perpetrators of bullying.
- Mrs Ruston-Donald will provide a report to the governing body on a termly basis, and will arrange for questions regarding bullying to be included in regular pupil and parent surveys.
- A governor with responsibility for safeguarding and anti-bullying will review bullying reports, records and responses on a termly basis.

To prevent, identify and respond to bullying, the school community will:

- > adopt a whole school approach to anti-bullying involving parents, pupils, staff, governors and external professionals
- > use a variety of methods through the school vision , 'STOP', ABA mentor, and class assemblies, RSE/PSHE curriculum, Anti-Bullying and E-Safety weeks, School Council, playground zoning and the use of "safe spaces", Buddy Benches and celebrate success and achievements to promote and build a positive school ethos
- > develop pupils' social and emotional skills, including their resilience
- > train and develop the awareness of all staff, working with and promoting outside agencies
- > publish on our website a clear and easily understood policy on anti-bullying with links to guidance and resources
- > encourage parents and carers to work with school and talk to their children about bullying, difference and equality, and to share any issues and concerns about bullying with class teachers
- > have clear procedures in place for reporting, monitoring and responding to incidents
- > annually carry out an audit of our anti-bullying procedures against a best practice checklist
- > ensure that this policy is implemented and has impact across the school.

Involvement of pupils - we will:

- > train and raise the profile of our Anti-Bullying Ambassadors in order to STOP bullying
- > regularly canvas children and young people's views, ensuring that all pupils know how to express worries and anxieties about bullying
- > oversee a peer-led play leader team, where children are trained to act as mentors at playtimes and lunchtimes
- > make a child-friendly anti-bullying policy available for all children
- > involve pupils in anti-bullying campaigns in school and embedded messages in the wider school curriculum
- > ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

What happens if I am not happy with the resolution after reporting bullying?

In the event of unresolved or disputed issues relating to a reported case of bullying, parents are encouraged to [follow our complaints procedures](#).

Want to know more?

More information can be found here: www.anti-bullyingalliance.org.uk – www.gov.uk/bullying-at-school