



CHRIST THE KING CATHOLIC COLLEGIATE

A Multi Academy Company



Together as one community with Christ at the centre

Anti-Bullying Policy

Date: August 2018

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Review: August 2020

1. Introduction

- 1.1 Christ the King Catholic Collegiate (CtKCC) Multi-Academy Company (MAC) has a clear policy on bullying and is committed to promoting mutually respectful relationships between all members of the MAC community.
- 1.2 All learners are considered to be of equal value or worth created in the image and likeness of God and every learner has the right not to be bullied. As a Catholic Multi-Academy CtKCC seeks to live out the message of the gospel and the great commandment of Jesus to '**Love thy neighbour as thyself**'
- 1.3 Everyone has the right not to be bullied and everyone has the duty and responsibility not to bully others. This means that we should treat people as we ourselves would want to be treated. We expect every learner to show respect for all other learners and for all adults with whom they come into contact.
- 1.4 We will all continue to be alert to any signs of bullying and avoid any sense of complacency. We would welcome any comments or queries from parents/carers. Contact with parents/carers is welcomed and encouraged. It is important that concerns are raised at an early stage.
- 1.5 We must all ensure that Christ the King Catholic Collegiate Multi-Academy Company is a safe and violence free environment for all. We are guided by the Commandment of Jesus to "Love our neighbour as ourselves." This calling to treat people with dignity and respect should inform and affect the ways in which all members of the MAC interact.

2. Objectives

- 2.1 This policy outlines what CtKCC MAC will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole MAC community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

3. Definitions of Bullying

- 3.1 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted 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 the Academy's first priority but emotional bullying can be more damaging than physical; teachers and Academies have to make their own judgements about each specific case. (DfE "Preventing and Tackling Bullying", October 2014).
- 3.2 The rapid development 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.

4. Forms of bullying covered by this policy

- 4.1 Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture
 - Bullying related to SEND (Special Educational Needs or Disability);
 - Bullying related to appearance or physical/mental health conditions;
 - Bullying related to sexual orientation;
 - Bullying of young carers, children in care or otherwise related to home circumstances;
 - Sexist and sexual bullying.
- 4.2 The following behaviour will not be tolerated:
- the use of aggressive, rude or loud language against another learner;
 - making unflattering remarks about some aspect of a learner's person, their shape, height, colour, state of clothes, the way they speak, hairstyle, etc;
 - deliberately not speaking to a member of the class, and/or encouraging others to ignore or isolate someone;
 - spreading gossip or deliberately misrepresenting what a learner has said about another learner;
 - 'accidentally bumping' into someone when travelling down the corridor or stairs;
 - 'borrowing' someone's books or property and hiding or damaging them;
 - anything which could cause physical harm or which makes someone feel hurt or miserable;

- violence of any sort;
- insults and offensive behaviour based on race, origin or gender.

5. Preventing, identifying and responding to bullying

The school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- actively provide systematic opportunities to develop learners' social and emotional skills, including their resilience;
- provide a range of approaches for learners, staff and parents/carers to access support and report concerns;
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council;
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the Multi-Academy policy and procedures (including recording and reporting incidents);
- proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- actively create "safe spaces" for vulnerable children and young people;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- work with other agencies and the wider school community to prevent and tackle concerns;
- celebrate success and achievements to promote and build a positive ethos.

6. Signs and Symptoms

A child/learner may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of the following possible signs and that they should investigate if a child:

- is frightened of walking to or from the Academy
- does not want to go on the Academy/public bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 underachieve in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

7. Reporting of bullying incidents

If a learner feels that they are being bullied they should:

- a. Inform their Form Tutor or Class Teacher: In many cases it is a question of a quarrel between friends, which has got out of hand but can easily be sorted by the form tutor who will act promptly to try to resolve the situation.
- b. Inform a member of the Pastoral team or Learning Mentor: who have a great deal of experience in dealing with any suspected bullying. They always work closely with form tutors.
- c. Inform one of their teachers or any teacher: Learners sometimes find it easier to talk to one of their own subject teachers if they particularly like that subject, or feel that the teacher would understand how they feel.
- d. Inform their parents/carers: If parents/carers feel that their child is worried about something that is more than ordinary falling out between friends they should alert the Academy.

7.1 Most incidents are easily resolved but occasionally a more serious situation arises where early intervention is needed. The Pastoral team, including the Key Stage Progress Coordinator, Safeguarding Coordinator, SLT members responsible for Wellbeing and Student Support Assistants (Secondary school) or the Key Stage Leader, Learning Mentor or Headteacher (Primary school) are usually the people best placed to respond and will speak to parents/carers as soon as possible after receiving your message.

7.2 The Deputy Headteacher and Headteacher are, of course, also anxious to respond to any concerns raised by parents/carers. It is much easier to deal with a situation when it first arises than to try to trace the details of a long running problem, so parents/carers are asked not allow a concern to linger before contacting the Academy.

7.3 If a learner is aware of, or suspects that someone else is being bullied or is themselves engaged in bullying they should inform their form teacher, a member of the Pastoral team, subject teacher, class teacher, Learning Mentor or parents/carers. They should not ignore it or allow themselves to be persuaded that it is only a game. People who

bully others often try to intimidate their victims and peers into keeping their behaviour secret. This is not right. Bullying is everyone's business and learners have a responsibility to take action to protect another learner they suspect is being bullied.

8. Headteacher Responsibilities

- 8.1 The Academy will take prompt and decisive action. Staff will fully investigate in a thorough and sensitive manner. This often takes a considerable amount of time, but it is important that all relevant information is properly investigated.
- 8.2 Very often 'bullying' is simply a question of name calling which has got out of hand and where both parties are at fault. A clear statement that the behaviour is morally wrong, a warning and exchange of apologies between the learners usually brings the matter to a satisfactory conclusion.
- 8.3 Where an act of serious bullying occurs or is repeated, parents/carers will always be fully involved. It will be made very clear to all concerned that bullying is wrong and not acceptable in the Multi-Academy. Warnings will be given about the consequences of any repetition of the bullying which could include fixed term exclusion from school. In extreme cases a learner who bullies others could be permanently excluded from the Multi-Academy.
- 8.4 We want every learner in CtKCC MAC to feel secure and confident so that they can take full advantage of the opportunities available to them to develop both academically and personally.

9. Learner Behaviour

- 9.1 Fighting, setting up fights between others, threatening or intimidating others, involving people from outside school will all be considered acts of violence. Learners involved directly or indirectly in violence are likely to be formally excluded from school. Whether violence takes place in school or on the way to or from school good order and the reputation of the MAC are at risk and those involved must expect to be severely dealt with.
- 9.2 Further details are contained in the Behaviour for Learning policy.

10. Sanctions

- 10.1 Bullying in any form is not tolerated and sanctions in line with the CtKCC Behaviour for Learning policy will support this statement.
- 10.2 A learner will be punished, where it is reasonable to do so, when their behaviour not on school premises or under lawful control of a member of staff, could:
 - Have repercussions for the orderly running of the school
 - Pose a threat to another learner, member of staff or the public
 - Adversely affect the reputation of the school or Multi-Academy

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrc.org/educational