# All Saints Catholic High School

# Anti-Bullying Policy

*"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"*

**School Mission Statement**

**Date Reviewed: October 2026**

**Next Review Date: October 2027**

# SAFEGUARDING TEAM 2026 - 2027

Anti-Bullying and Online Safety Coordinator / Deputy Designated Safeguarding Lead (DDSL)
**Mrs Nicki Harper**

Designated Safeguarding Lead (DSL) for Child Protection is:
**Miss Lynne Jackson**

Deputy Designated Persons for Child Protection are:

Assistant Principal/SENCO
**Mr Brian Bradley**

Headteacher
**Mr Ed Cassidy**

Other members of the Safeguarding Team are:

Designated Teacher for Children Looked After (CLA)
**Mrs Katie Towler**

Designated Safeguarding Governor
**Mr John Ashcroft**

All members of the Safeguarding Team can be contacted via All Saints Catholic High School, telephone number: **0151 477 8740** or **0151 477 8751**

## Introduction

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

*Preventing and tackling bullying – DfE July 2017*

At All Saints Catholic High School, we are committed to providing a caring, safe and welcoming environment for all of our pupils so they are able to learn in a relaxed and secure atmosphere and fulfil their potential. Bullying is anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

## Aims of the Policy

- To educate the school community and parents/carers so that they have a good understanding of what bullying is
- To increase understanding of how behaviours may affect others
- To establish clear and consistent procedures for dealing effectively with behaviour that is defined as unacceptable
- To ensure all pupils and parents/carers know what the school policy is on bullying and what they should do if bullying arises
- To contribute to the ethos of the school in which everyone feels secure, respected and valued and entitled to seek support
- To build pupils' capacity to address bullying and their emotional resilience
- To reduce and stop bullying
- To encourage the promotion and dissemination of anti-bullying information, guidance and good practice.

## Objectives of the Policy

### For Pupils

- To increase good behaviour and positive social skills and attitudes in children and young people
- To make pupils aware of situations and circumstances in which bullying may occur and help them learn strategies that reduce the likelihood of them being bullied
- To increase the disclosure of incidents to responsible adults and/or identified young people (e.g. prefects).

### For Staff

- To promote organisational cultures in which bullying is unacceptable and where 'telling' is the norm
- To ensure that effective and consistent intervention happens swiftly when bullying occurs
- To encourage anti-bullying approaches that are focused on generating solutions through joint problem solving
- To ensure that appropriate emotional and practical on-going support is available during and after incidents of bullying and is accessible to all pupils

- To work proactively with other organisations, external agencies and members of the community to address bullying and its impact on the community, the child being bullied and their family.

## Relevant Legislation

Whilst there is no legal definition of bullying, there are still some laws and guidance which schools must give regard to:

- The Department for Education's guidance – Preventing and tackling bullying (July 2017)
- Education and Inspections Act 2006 Section 89 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils
- Under the Public Sector Equality Duty of the Equality Act 2010, schools must take steps to prevent and respond to discriminatory language
- Schools have the powers to intervene in bullying incidents outside of the school grounds including on school transport, in the community and online.

## Safeguarding Children and Young People

Schools have a legal duty to safeguard and promote the welfare of children. Staff should recognise that children are capable of abusing their peers both inside and outside of school (including online) and must challenge any form of inappropriate behaviour and take it seriously. Abusive behaviours by children should never be tolerated or passed off as 'banter', 'a bit of harmless fun' or 'part of growing up', as this can lead to a culture of unacceptable behaviours, an unsafe environment and could result in children accepting it as normal and not coming forward to report it.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm,' a bullying incident should be dealt with as a child protection issue under the *Children's Act 1989*. These concerns must be reported to the school's Designated Safeguarding Lead (DSL) and Children's Social Care (CSC). Please see the schools' Safeguarding and Child Protection Policy and Procedures and Part 1 of *Keeping Children Safe in Education* (September 2025) for further information.

It is important to bear in mind that some types of behaviour could be a criminal offence; for example, bullying that involves violence or assault, theft, harassment and intimidation or anything involving hate crimes. Some communications and cyber activities could also be criminal offences under the *Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986*. If staff feel that an offence has been committed, they should discuss their concerns with the DSL and assistance will be sought from the Safer Schools Police Officer.

## Definition of Bullying

Bullying is when an individual or group of people REPEATEDLY intentionally hurt, harass or intimidate another individual or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.

Bullying **is not** the isolated incidents of hurtful behaviour, teasing or arguments, which tend to be part of school life, particularly at unstructured times. It is usually pre-meditated and perpetrators are aware of its implications and consequences.

## Characteristics

| | |
|---|---|
| Emotional: | Social exclusion, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidation, manipulation, coercion |
| Physical: | Pushing, poking, kicking, hitting, biting, pinching or use of any violence |
| Sexual: | Unwanted physical contact, inappropriate touching, abusive/sexually inappropriate comments, exposure to inappropriate material |
| Verbal: | Name-calling, spreading rumours, teasing or sarcasm, making threats, belittling |
| Written: | Notes or graffiti |
| Cyber/Online: | All areas of the internet (e.g. social media, email, blog, internet chat room and gaming website misuse), mobile phone threats by text messaging and calls, misuse of associated technology such as camera and video facilities |
| Prejudice-based: | A negative focus on actual or perceived differences; for example on the grounds of colour, ethnicity, culture, faith, gender, sexual orientation or identity (e.g. lesbian, gay, bisexual, transgender or questioning - LGBTQ), special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. |

- Bullying can be direct or indirect.  Direct bullying occurs between the people involved, whereas indirect actions involve others, for example, passing on insults or spreading rumours. Indirect bullying mostly causes harm by damaging another person's reputation, peer relationships and self-esteem.
- The seriousness of the bullying is determined more by the distress suffered by the victim than by the intention of the bully.

## Signs and Symptoms

Possible indicators that students may be bullied:

- Is frightened of walking to or from school
- Doesn't want to go on the bus to school
- Begs to be driven to school
- Changes their usual routine
- Begins truanting
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Bedwetting
- Feels ill in the morning
- Begins to lack focus and underachieve in schoolwork
- Comes home with clothes torn or books damaged
- Has possessions, which go "missing"
- Asks for money or starts stealing money (to pay the bully)

- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- 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
- Loss of usual friendship groups.

Obviously, there could be other reasons for these symptoms but if there isn't anything else bothering the child and there haven't been any changes at home, then staff and parents/carers in particular should trust their instincts. Parents/carers know when their child is unhappy and should contact the school, even if what they know and feel is only a 'hunch'; it is important to try and act as early as possible.

## Person Engaging in Bullying Behaviour (Bully) – Some Characteristics

People bully others because they want to feel powerful, and prove something either to themselves or the people around them. Often it is an attempt to gain power or popularity (e.g. by making other people laugh or getting other people to be on their side) or to stop getting hurt themselves (e.g. 'If I bully others people will know they can't hurt me').

It can also be because they may:

- Not know how to manage their own thoughts and feelings
- Feel inadequate, like they are not good enough or lack self-esteem
- Feel insecure and are scared of being hurt by others
- Have been bullied or hurt by other people themselves
- Be experiencing violence at home
- Be victims of physical/sexual/emotional abuse
- Be jealous of other people
- Have negative beliefs about people who are different
- Have been socialised into a 'success by any means' attitude
- Not understand why their behaviour is unacceptable
- Be lacking in the ability to empathise with victims
- Be 'spoilt', lack inner controls on behaviour
- Lack social skills for making demands in a non-aggressive way
- Be overcome by stress or pressure.

*For the purposes of this policy, we use the terms 'victim' at times. It is a widely recognised and understood term but it is important that staff recognise that not everyone who has been subjected to bullying considers themselves a victim or would want to be described in this way.*

## Person Being Bullied (Victim) – Some Characteristics

They may:

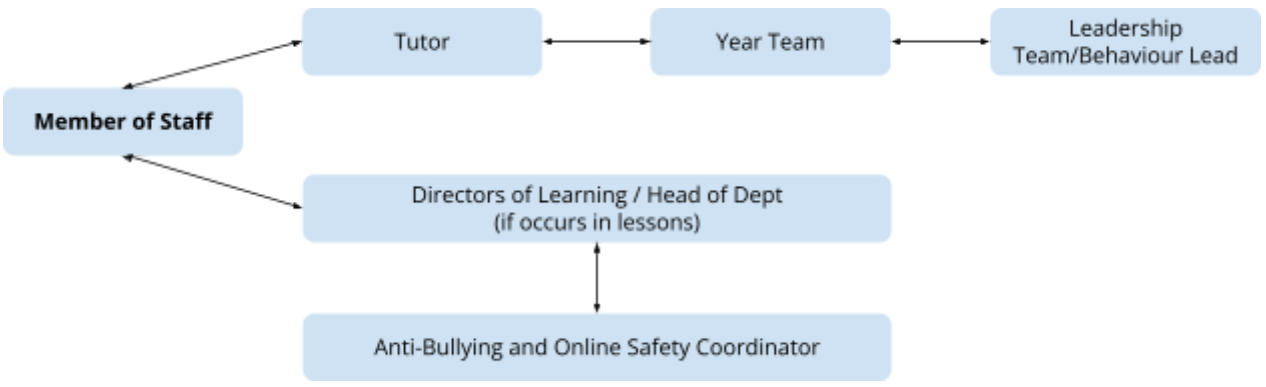
- Feel inadequate, lack self-esteem
- Be anxious and insecure individuals
- Be normally submissive, repressing feelings and own wants and needs
- Resort to crying/temper outbursts when threatened

- Have few or no friends
- Lack social skills for defending themselves
- Be perceived as 'different' (e.g. have special needs and disabilities, are from an ethnic, cultural or religious minority, are LGBTQ, have a physical or mental disorder, are smart or have a special talent)
- Be perceived as being larger or smaller than their peers or having a physical appearance that sets them apart from others (e.g. wearing glasses, braces or a hearing aid)
- Have been over-protected at home; preventing the child from learning to handle conflict.

## The Role of the Informed Member of Staff

- Respond quickly and sensitively. Reassure the child; let them know that it is not their fault and together you will sort things out.
- Deal with the immediate situation; this does not necessarily mean that the situation has to be rectified immediately, but dealt with in some way with the next course of action being explained to the child.
- Speak and listen to the child in order to ascertain the people involved and to understand the situation. Ask the child what they need from you. Ask them how it is making them feel, and any practical steps you can take to help stop the bullying. **It's important that the child feels in control of the situation.** They may be very fearful of the impact of telling you (e.g. being called a 'grass') so work out the best action together.
- Record the child's account on CPOMS – what has happened, where, with who and for how long - and alert their Form Tutor, Year Team and the Anti-Bullying and Online Safety Coordinator, as appropriate.
- The Year Team should follow up with all children involved, explore what has taken place and what action is needed to stop it from happening again. The other child or children involved may deny what has taken place, may share that it has been in retaliation – and will very often have an alternative story. The important message is that **bullying of any kind will not be tolerated**, that someone has been hurt and that something needs to change. The next steps will be agreed with all children.
- Appropriate consequences should be discussed between the Year Team and/or the Assistant Headteacher for Behaviour and Safety (Behaviour Lead).
- CPOMS should be updated to reflect the actions taken.
- Try to ensure protection against retaliation against anybody who reports bullying. Do not send the child into a situation where they are not safe; their safety comes first.
- Offer further support.

Generally, the contact order would be:




**Pupils have the right to choose the person in whom they confide!**

## Prevention:

In order to minimise incidents of bullying, we will endeavour to:

- Create an environment where all pupils feel included and valued and able to participate fully in all aspects of school life.
- Role model the behaviour we expect from the children – respectful and caring behaviour at all times.
- Identify vulnerable pupils at an early stage.
- Ensure that adequate supervision is in place for the children at all times throughout the school site.
- Take a zero-tolerance approach and challenge all forms of name calling, demeaning comments and discriminatory/prejudiced-based language and aggressive or shaming behaviour.
- Welcome and celebrate differences across the school.
- Actively promote school policies among staff, pupils and their parents/carers.
- Ensure that pupils and parents/carers understand what bullying is and what it isn't and are clear that it will not be tolerated at our school.
- Make it easy for pupils to report bullying.
- Take pupils and parents/carers seriously when they report incidents of bullying.
- Respond quickly to all incidents of bullying and demonstrate in our actions that we listen and we care.
- Implement sanctions and consequences that reflect the seriousness of the incident.
- Involve pupils and parents/carers fully in decisions made about them to help formulate the appropriate action to respond to incidents of bullying.
- Implement 'restorative practice' to ensure that all involved are fully informed and targets are given to avoid reoccurrence of the issues.
- Use appropriate parts of the curriculum, such as PSHE, form time, assemblies and subject areas, as appropriate, to raise awareness of the nature of bullying in an attempt to eradicate such behaviour.
- Provide effective training to ensure that staff are equipped with the knowledge and skills needed to address all forms of bullying.
- Monitor, analyse and evaluate information gathered to enable us to identify any trends and to support the staff with appropriate strategies.
- Work with relevant external agencies that provide services to children and disseminate effective anti-bullying strategies.

## Guidelines for Staff

- Promote good discipline and acceptable patterns of behaviour based on respect.
- Closely supervise pupils in all areas of the school (classrooms, changing rooms and social/play areas) looking for signs of potential problems before they arise.
- Be alert to consequences of bullying e.g. truancy, lateness and changes in behaviour patterns.
- Make clear to all pupils and their parents/carers the consequences of bullying.
- Provide opportunities for pupils to report incidents.
- Be sympathetic to and understanding of parents/carers who think that their child may be being bullied.
- Take any reports of bullying seriously.
- Investigate and deal with any incident of bullying promptly and as fully as possible.
- Discipline the child or children engaging in the bullying behaviour, recognising that punishment alone will not solve the problem; they too need to be helped.

- In conjunction with the Year Team and the Anti-Bullying and Online Safety Coordinator, contact parents/carers of both the child being bullied and child or children engaging in bullying behaviour and keep them informed about how the situation progresses.
- Record the incident on CPOMS with the actions taken, the outcome and a review date.
- Support the child who is being bullied and the child engaging in bullying behaviour as appropriate.
- Approach other professionals for advice and help as necessary.

### Guidelines for Pupils

As a school community we will do the following things to prevent bullying:

1. Treat each other with respect
2. Refuse to bully others
3. Refuse to let others be bullied
4. Refuse to watch, laugh or join in when someone is being bullied
5. Try to include everyone in play/social time especially those who are often left out
6. **Report bullying to an adult**

***What to do:***

Whether you are "being bullied" or you know a person(s) who is or are engaging in bullying behaviour, **you will be listened to and taken seriously**.

## IT IS OK TO TELL SOMEBODY - IN FACT IT IS YOUR RESPONSIBILITY TO TELL SOMEBODY!

***Who can you tell?***

| | |
|---|---|
| Parents/Carer | Anti-Bullying and Online Safety Coordinator |
| Form Tutor | Reception/Office Staff |
| Assistant Progress Leader | Lunchtime Supervisors |
| Progress Leader | Deputy Headteacher |
| Assistant Headteacher | Headteacher |
| Subject Teacher | Safeguarding Lead |
| Mentors | SENCO |
| Senior Pastoral Support Officers | School Nurse |
| Teaching Assistants | Safer Schools Police Officer |
| Friend/Older student | Counsellor/Therapist |

***Write a Note***

- Leave a sealed message with someone that you trust.
- Put it under the Progress Leader's door.
- Give it to a member of the office staff / pass it into Reception.
- Hand it into the safeguarding office.
- Give it to an older brother or sister, friend, Form Tutor or parent/carer; or
- You could send an email to any member of staff that you feel comfortable confiding in.

***Contact Support Agencies***

It may be that you feel you have no one you can talk to. Remember you can always reach out to organisations like Childline or The Mix who offer advice and support.

***Reporting Cyberbullying***

If you have been experiencing cyberbullying there are a number people and organisations that can help:

- The people listed above in school - Speak to a teacher or member of staff you trust.
- The platform - Most platforms will give you the option to report or flag cyberbullying and other harmful behaviour. Report Harmful Content can give you very good advice on what to do next, and have a helpline if you need further support.
- The police - Some forms of cyberbullying could be a matter for the police. For example, if someone is threatening to harm you, or encouraging you to harm yourself.

**TRUST PEOPLE TO HELP YOU**
**DO NOT KEEP IT TO YOURSELF**
**IT'S NOT YOUR FAULT**
**TELL SOMEBODY!**

## Guidelines for Parents/Carers

- Talk to your child on a regular basis and listen to what they have to say, so any problem is easier to share.
- Encourage your child to feel good about themselves, realising that we are all different and equally important.
- Watch for signs of distress in your child, there could be an unwillingness to attend school, a pattern of stomach aches or headaches, equipment missing, requests for extra money, damaged clothing or bruising.
- If you are worried that your child is being bullied, ask them directly. Always try to remain calm, remember victims need rational help and advice.
- A great deal of bullying incidents take place online. Regularly monitor your child's use of technology and social media. Access to these is out of school's control when your child is not in school.
- Take an interest in your child's social life. Discuss friendships, journeys to and from school and how they spend their lunchtime and break-time.
- Take bullying seriously and find out the facts when told about an incident. Reassure your child that it is not your fault and you are going to do something to help.
- Don't agree to keep the bullying a secret; break the cycle and help your child to speak out. Keep a written diary of all incidents.
- Talk with an adult within school if it is happening within school; usually the best way to make time to talk is to arrange an appointment.
- Be realistic in your expectations, sometimes ongoing problems can take time to resolve.
- Do not encourage your child to retaliate with violence; this increases the risks of your child being hurt or disciplined themselves.
- If your child engages in bullying behaviour at some time or another, you are encouraged to work with us to overcome the problem.

## Intervention

**Supporting the *Child Being Bullied***

It is recognised that a person being bullied may or may not discuss or accept the fact that they are being bullied.

1. **The "Involuntary" Victim** - one who will not talk about the bullying
    - Staff will monitor the situation and seek advice and help from the pupil's Form Tutor, Year Team or the Anti-Bullying and Online Safety Co-ordinator, Learning Mentors and/or Assistant Headteacher for Behaviour and Safety.
    - The parents/carers of the pupil will be invited to discuss the situation in order to help the student being bullied.
    - Further help and advice may be provided from external services.

2. **The "Voluntary" Victim** - one who tells/talks about the bullying
    - Staff should listen and discuss coping strategies. Additionally, they should offer advice after discussions with parent/carers, Form Tutor, Year Team or the Anti-Bullying and Online Safety Coordinator, Learning Mentors and/or Assistant Headteacher for Behaviour and Safety as appropriate.
    - Further action may involve a referral for support. The nature and level of support will depend on the individual circumstances and the level of need. These might include the Year Team providing support, making a referral to Kooth or Butterflies for counselling, engaging with parents, completing an Early Help Assessment or referring to the Mental Health Support Team (MHST), Child and Adolescent Mental Health Services (CAMHS) or Children's Social Care (CSC).

3. Other Strategies to be Used:

    - Strong teacher-pupil relationships so students feel comfortable in reporting any issues/concerns
    - Restorative practice
    - A duty rota so there is high staff presence in key areas before school, break, lunchtime and after school
    - Promotion of key messages through assemblies
    - PSHE lessons
    - Half-termly awareness sessions delivered by the Anti-Bullying & Online Safety Coordinator (Key Stage 3)
    - Circle Time/Group Work as required
    - One-to-one support
    - Health drop-in
    - CEOP sessions for pupils and/or parents/carers
    - Transition workshops and Year 7 induction
    - Advice and guidance from Safer Schools Police Officer
    - Use of CCTV within the school grounds to help with the prevention of bullying.

## Guidelines for Working with the Child Engaging in Bullying Behaviour

It is important when addressing bullying behaviour to avoid accusations, threats or any responses that will only lead to the child being uncooperative, and silent.

**Staff should be alert to any potential safeguarding issues (e.g. the child experiencing violence in the home or from their peers).**

The school's Mission Statement clearly stresses the values of the individual, based upon the teachings of Jesus; therefore, the emphasis will be placed upon reconciliation.

Children who engage in bullying behaviour will clearly be told that it is their behaviour that is unacceptable, **not** them as an individual.

1. They will discuss the incident with an adult using the five questions of restorative practice in order to help them to see the hurt they have caused, consider the feelings of the child who's been bullied and, therefore aim to change their behaviour. Parents/carers will be contacted too, as their support and cooperation is vital to achieve success. A warning will also be given in order to ensure that there are clear sanctions for repeated incidents.
2. In the case of repeat offenders, there may be a necessity for a referral to be made to support agencies who have "expertise" in dealing with bullying behaviour and the consequences of it; this will be discussed with parents/carers.

## Consequences or Sanctions

Any behaviour that makes an individual unhappy, feel uncomfortable, intimidated or persecuted in our school, or on the way to and from the school, will not be tolerated.

Each incident will be taken seriously and the appropriate actions, within the framework of the behaviour policy will be applied. Sanctions will be applied fairly, proportionately, consistently and reasonably taking into account any special educational needs and disabilities that pupils may have.

1. A warning will be given by the informed member of staff. They will notify the Year Team and Anti-Bullying and Online Safety Coordinator. Sensitivity and confidentiality will be paramount at all stages.
2. The Year Team will reinforce the warning and notify the parent/carers.
3. Where appropriate, parents/carers will be requested to attend a meeting to discuss the incident and their responsibility for managing their child's behaviour.
4. Additional responses will vary depending on the nature of the incident but may include:
    - Use of a report card
    - Monitoring by the Year Team/Anti-Bullying Coordinator
    - Mentoring/Counselling
    - Involvement of external agencies
    - Use of a Behaviour Agreement
    - Internal exclusion in Reconciliation
5. The school reserves the right to exclude a child engaging in bullying behaviour for a fixed-term or permanently if the behaviour warrants the sanction. In this circumstance, parents/carers and the student would attend a Governors' Disciplinary Meeting.
6. The Safer Schools Police Officer will be consulted if appropriate and, in certain cases, parents/carers will be advised to report the matter to the Police.

## Monitoring & Evaluation

This policy document will be reviewed every year or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Partnership and Ofsted
- As a result of any other significant change or event.

## Remember

***Even if there are no reports of child on child abuse in school, it does not mean it is not happening, it may be the case that it is just not being reported.***

School must be a safe, supportive environment for its pupils; we can only achieve this by working together and sharing information – governors, staff, pupils and parents/carers.

This policy is linked to the following All Saints Catholic High School Policies

- ➔ Safeguarding and Child Protection Policy and Procedures
- ➔ SEND Policy and Inclusion Statement
- ➔ Equality Policy
- ➔ Behaviour Policy
- ➔ Complaints Policy – We accept that we make mistakes but learn from them. Every bullying incident is an opportunity to learn and improve our shared approach to tackling bullying.