Anti-Bullying Policy

Responsible for policy:
Chair of Directors

CC3 Quality, Provision, Performance and Standards

Contents

Definitions

In this **Anti Bullying Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

i   '**The Romero Catholic Academy**' means the Company named at the beginning of this **Antibullying Policy** and Procedure and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi**, **Good Shepherd**, **Sacred Heart**, **Blue Sky**, **SS Peter and Paul**, **St Gregory**, **St John Fisher**, **St Patrick**, **Cardinal Wiseman**, **Shared Services Team**.

ii   '**Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.

iii   '**Board**' means the board of Directors of the Romero Catholic Academy.

iv   '**Chair**' means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.

v   '**Governance Professional'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.

vi   '**Chair'** means the Chair of the Board of the Directors, or the Local Governing Body appointed from time to time.

vii   '**Catholic Senior Executive Leader**' means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.

viii   '**Diocesan Schools Commission**' means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.

ix   '**Local Governing Body**' means the Governing Body of the School.

x   '**Governing Body**' means the governors appointed and elected to the Local Governing Body of the School, from time to time.

xi   '**Principal**' means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.

xii   '**School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.

xiii   '**Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)

xiv   '**Vice**-**Chair'** means the Vice-Chair of the Governing Body elected from time to time.

xv   "**Bullying**" can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017

xvi   '**SEN Pupil'** means a pupil has SEN if they have a learning difficulty or disability which calls for special educations provision to be made for them

xvii   '**Local Authority Designated Officer (LADO)'** means the officers working on behalf of Coventry City Council and the Coventry Safeguarding Children Partnership to address, advise and manage allegations and concerns against staff, carers and volunteers by addressing matters of safety and wellbeing of children and young people

xviii   '**Designated Safeguarding Lead (DSL)** means the person appointed to take lead responsibility for child protection issues in school

xix   Note '**Child on child abuse'** replaces peer on peer abuse (which suggests the abuse is between children of a similar age which is not always the case) as updated terminology from the KCSIE 2022.

1. Introduction

The Romero Catholic Academy recognises that the common good requires that social conditions allow all people to reach their full human potential and realise their human dignity.

Concretely, this will mean that Catholic schools should:

• Provide a broad and balanced education which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that:

> *"…all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life".*

Code of Canon Law

As an organisation, we are mindful that pupils will be nurtured through the Catholic ethos that permeates our schools. However, we recognise that pupils may be bullied in any of our schools and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils and as a result, this will strengthen the ethos in our schools.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We aim to promote an inclusive and proactive approach to diversity, where pupils are encouraged to celebrate people's differences. We recognise the importance of teaching our children and students the careful use of language, challenging 'banter' and racist language and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way.

All schools within The Romero Catholic Academy are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding & Child Protection Policy, our school Code of Conduct and the school's Vision, Aims and Values. If parents consider that we deal with a concern inadequately, they should refer to our Complaints Policy, available on our website.

This policy must be shared with all stakeholders especially our children via visual displays, assemblies, films, anti-bullying week & regular events throughout the year and by celebrating national & international events. This policy must be read by all staff and adequate training provided. The policy will be available for parents on our website.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2023 particularly in respect of Child on child abuse, bullying outside of school and serious violence and crimes.

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child on child abuse.

The school has also considered Childnet's - Cyberbullying: Understand, Prevent and Respond: Guidance for Schools.

2. Objectives

Our Catholic belief is that all people are created in the image and likeness of God and as such, should all be treated justly.

"The dignity of the human person is rooted in his or her creation in the image and likeness of God."
Catechism of the Catholic Church

1. To provide a secure, safe and positive Christian environment free from threat, harassment or any type of bullying behaviour, where children and adults can grow and develop.
2. To create and deepen an ethos across our communities of faith, in which bullying is regarded as unacceptable.
3. To produce a consistent whole school response across all eight schools to prevent and tackle all forms of bullying that may occur.
4. To work with all members of the school community (staff, children, parents/carers and governors) to foster productive partnerships which help maintain a bullying–free environment.
5. To celebrate diversity and the uniqueness of individuals.

3. Responsibilities

It is the responsibility of:

- The Principal to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Board of Directors/Governing Bodies/ Shared Services Team to take a lead role in monitoring and reviewing this policy.
- All staff, including: Directors, LGB representatives, Principals, senior leadership, teaching and non-teaching staff, members of Shared Services Team to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

4. Definition of Bullying

Bullying can be defined as:

- "**behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally**". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, sexting, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Signs and Symptoms

A pupil may indicate by signs, words or behaviour that they are being bullied. To those who know the pupil 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 pupil:

- Does not want to walk to and from school.
- Refuses to attend school.
- Begins to truant for no apparent reason.
- Becomes withdrawn or displays a sudden lack of confidence.
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares.
- Is continuously complaining of feeling unwell in the morning and at school.
- Possessions and clothes are torn or damaged or go missing.
- Asks for money or steals money (to pay bully).
- Loses dinner money on a regular basis.
- Has a sudden increase in bruises or cuts which the pupil finds difficult or is unwilling to explain.
- Comes home hungry (money or lunch has been stolen).
- Stops eating.
- Suddenly displays unusual aggressive and disruptive behaviour.
- Starts to bully other peers or family siblings.
- Is reticent or unwilling to talk about what is going wrong.
- Shows a sudden drop off in their use of the mobile phone

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Forms and types of bullying covered by this Anti-Bullying Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to the protected characteristics
  - age
  - Special Educational Needs or Disability (SEND)
  - gender reassignment
  - marriage and civil partnership, bullying against teenage parents
  - pregnancy and maternity
  - race, ethnicity, nationality or culture
  - religion or belief, or no belief
  - sex
  - sexual orientation

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these and the requirement to report to the police and/or social services. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. Further details can be found by following this link Keeping Children Safe in Education and also in the school's Safeguarding policy

Dealing with incidents which occur outside school

Approaches to preventing and tackling bullying - Case studies June 2018 by Cooper Gibson Research (appointed by DfE) states:

> *"Dealing with incidents which occur outside of school was a challenge cited primarily by secondary schools and was linked in particular to pupils' use of the internet and social media. Because the incidents occur outside of school, there was felt to be a 'blurring of the lines' over whether the school could have any control or should take responsibility."*

Schools **do** have the power to intervene and teachers/staff can discipline pupils for bullying, including cyberbullying, that occurs outside of school. Where bullying outside of school is reported to teachers, it should be investigated and acted on. The schools also acknowledged that even when incidents or bullying occur outside of school, they have the potential to impact on pupils inside school. As a result, most schools would tackle these incidents in much the same way that they would tackle them if they had occurred in school.

> *"It's not just inside school, it's outside of school too. Our remit from an educational basis is about that whole child." (Secondary school).*

When incidents outside of school involve a member of the public, the issue becomes more complicated for schools to deal with. In these cases, schools would offer as much advice and support as they could for the pupils and parents and carers involved, and signpost them to external support such as local police services.

The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

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6. The Romero Catholic Academy Ethos

"Because all people are equal in God's sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice."

YOUCAT 330

We believe that across the Romero Catholic Academy, we should create a safe and stimulating environment where everyone knows that they are valued as God's children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. We believe that all pupils and students, regardless of their starting points, can achieve if they are taught well and are supported effectively. Our belief is underpinned by clear values that drive our moral compass across schools and this permeate our collective pursuit of excellence:

- **Respect** We respect and value those we work with and the contribution that they make.
- **Integrity** We act fairly, ethically and openly in all we do.
- **Service** We put our children at the centre of all that we do
- **Excellence** We use our energy, skills and resources to deliver the best, sustainable results.

The Romero Catholic Academy recognises that all forms of bullying, especially if left unaddressed, has a significant impact on us realising our vision as a 'beacon of excellence' and undermines the ethos we want to exude in each of our schools. The main reason for this, is that bullying can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By being proactive, effectively preventing and tackling bullying, our schools can help to create a safe and disciplined environment, where pupils are able to learn, flourish and fulfil their God-given potential.

The Romero Catholic Academy will:
- Monitor and review our anti-bullying policy and practice on a regular basis (through CC3)
- Ensure training is up to date on teaching Protected Characteristics in school and the Equality act (Ofsted details are here)
- Support staff, RE Leads and Chaplaincy teams to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti- bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
  - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
  - Seeks to learn from good anti-bullying practice elsewhere.
  - Utilises support from the Local Authority and other relevant organisations when appropriate.

7. Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision- making, as appropriate.
- The Principal/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns. Action will be taken accordingly.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school on the CPOMS portal in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying *(refer to* Childnet's *Cyberbullying guidance)*

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - o looking at use of the school systems;
  - o identifying and interviewing possible witnesses;
  - o contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

Anti-discrimination law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- **Searching, screen and confiscating** pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy as detailed in the Behaviour Policy.
  "Searching, screening and confiscation Advice for Principals, school staff and governing bodies" DfE Guidance is available here
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by*:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Coventry & Warks emotional well-being & mental health services for children & young people (RISE)

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (RISE).

Supporting adults

Our schools take measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

8. Preventing Bullying

Ethos and Environment

The Romero Catholic Academy community will:

- Create and support a Catholic ethos which provides an inclusive environment. Within this, all members of the community of faith promote a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Seek to create an atmosphere, supported through prayer and worship, whereby everyone who has an interest in our community can feel valued and believe their happiness is the pursuit of all, as we grow closer to Jesus Christ and fulfil our God given potential.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The Romero Catholic Academy community at school level will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Be confident in promoting equality and pupils' understanding of the protected characteristics
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, during key times of the year, eg transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through **anti-bullying week** etc
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

9. Involvement of Pupils

We will:
- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Provide opportunities to raise awareness and elicit personal responses through RE, Collective Worship and PSHE curriculum
- Be respectful as a pupil in a community where we promote protected characteristics
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

10. Involvement with Parents and Carers

We will:
- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- To engage with Parents and Carers through Surveys so that their view and constructive comments on this aspect can be gathered
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11. Role of Local Governing Body and Board of Directors

The Board of Directors delegate responsibility for the implementation of this policy to the Local Governing Body.
The Governing Body of each school:
- Will monitor the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This is done through a monitoring log and through any questionnaire/ surveys conducted with pupils or parents/ carers.
- Require the Principal to keep accurate records of all incidents of bullying and to report to the Governing Body on request about the effectiveness of school antibullying strategies.
- The Governing Body should respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the Principal and asks them to conduct an investigation into the case and report back to a representative of the Governing Body.
- Require the Principal to evaluate the effectiveness of the policy (termly). This may be through the logs/ records kept and strategies will be reviewed alongside any pupil questionnaires/ voice activities.
- Should review the effectiveness of this policy. This is done by examining the school's anti-bullying logbook and through the report of the Principal. Academy Representatives will analyse information with regard to the types and forms of bullying.

12. Monitoring and Review:

- The Board of Directors delegate the implementation of this policy to the Governing Body of each school.
- This policy will be reviewed by CC3 Quality Provision, Performance and Standards.
- The Governing Body will review this policy annually and report back to CC3.
- This policy could be reviewed earlier than stated if the government introduces new regulations, or if the Board of Directors receive recommendations on how the policy might be improved.
- Where there is a named Governing Body (good practice not statutory) representative for bullying, they will report on a regular basis on incidents of bullying, including outcomes.

13. Useful Links

- Preventing and Tackling Bullying - https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice- schools
- Inspecting teaching of the protected characteristics in schools - GOV.UK (www.gov.uk)

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of- practice-0-to-25

Cyberbullying

- Childnet: http://www.childnet.com/resources/cyberbullying-guidance-for-schools
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for Principals and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody- campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender- related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti- bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Violence

- https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
- https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020
- https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations
- https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
- https://www.gov.uk/government/publications/serious-violence-strategy

14. Links to other policies

This Anti-Bullying policy is linked to our:

- TRCA Behaviour policy
- TRCA Complaints policy
- TRCA Child protection & Safeguarding policy
- TRCA Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing

15. Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Designated Safeguarding Leads

	Entity	Name	Role	Email
1	**Cardinal Wiseman**	Matt Everett Amy Hirons	Principal Snr Assistant Principal	**meverett@cwcscoventry.co.uk a.hirons@cwcscoventry.co.uk**
2	**Corpus Christi**	Kevin Shakespeare	Principal	**k.shakespeare@romeromac.com**
3	**Good Shepherd**	Andy McConville	Principal	**a.mcconville@romeromac.com**
4	**Sacred Heart**	Paul Madia	Principal	**p.madia@romeromac.com**
5	**SS Peter and Paul**	Lorraine Stanton	Principal	**l.stanton@romeromac.com**
6	**St Gregory**	Megan Scullion	Principal	**m.scullion@romeromac.com**
7	**St John Fisher**	Dee Williams	Principal	**d.williams@romeromac.com**
8	**St Patrick**	Mark McLoughlin	Principal	**m.mcloughlin@romeromac.com**
1	**Cardinal Wiseman**	Office		admin.cw@romeromac.com
2	**Corpus Christi**	Office		admin.cc@romeromac.com
3	**Good Shepherd**	Office		admin.gs@romeromac.com
4	**Sacred Heart**	Office		admin.sh@romeromac.com
5	**SS Peter and Paul**	Office		admin.sspp@romeromac.com
6	**St Gregory**	Office		admin.sg@romeromac.com
7	**St John Fisher**	Office		admin.sjf@romeromac.com
8	**St Patrick**	Office		admin.sp@romeromac.com

This report to be completed by relevant member of staff (may be provided as a separate document)

	Behaviour Report Behaviour Report 2019 2020.docx									
	Termly figures are NOT cumulative.		**2018/ 2019 Whole year**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer**	**Summer**	**Additional information for pupils in each Year Group.**
Behaviour	**Total Number Of Incidents**									
	Nursery (if appropriate)	Y7								
	Reception	Y8								
	Y1	Y9								
	Y2	Y10								
	Y3	Y11								
	Y4	Y12								
	Y5	Y13								
	Y6									
	Total number of Bullying incidents									
	Online bullying									
	Racial incidents (minute at LGB meeting)									
	Physical incidents									
	Verbal incidents									
	Incidents on the playground.									
	Verbal incidents against a member of staff									
Number Of Pupils	**Reception**	Y7								*Monitoring needs.*
	Y1	Y8								*SEN, class-based behaviour management.*
	Y2	Y9								*.CP. Support through LM and Social Worker*
	Y3	Y10								*Class based behaviour management.*
	Y4	Y11								*Home issues, receiving support through LM.*
	Y5	Y12								*Pp, discussed fortnightly at VCM.*
	Y6	Y13								*PP, classed based behaviour management*
Exclusions	Number of pupils excluded – Fixed Term									
	Number of pupils with repeat exclusion – Fixed Term									
	Number of sessions PP excluded –Fixed Term									
	Number of pupils excluded - Permanent									
	Number of PP pupils excluded - Permanent									

Anti-Bullying Policy

Strengths:	
Trends:	
Actions to be followed:	

Anti-Bullying Policy