

# SACRED HEART OF MARY GIRLS' SCHOOL



RELIGIOUS OF  
THE SACRED  
HEART OF MARY

## ANTI-BULLYING POLICY

<b>Policy adopted</b>	<b>July 2023</b>	
<b>SLT Member Responsible</b>	<b>Miss B McConville</b>	
<b>To be reviewed</b>	<b>Annually</b>	
<b>Date of next review</b>	<b>July 2026</b>	
<b>Headteacher</b>	<b>Ms V Qurrey</b>	<b>Date: July 2025</b>
<b>Chair of Governors</b>	<b>Mrs T Knight</b>	<b>Date: July 2025</b>

### ANTI-BULLYING POLICY

*“Since Christ’s mission is to heal and reconcile, the nature of the Catholic school must manifest itself clearly in its response to those who experience a sense of*

***personal failure, whether temporary or more long term ... although recognising the needs of the whole community, the response to disciplinary and other issues of concern must always be based on healing and reconciliation.”***

**Evaluating the distinctive nature of a Catholic school. Third Edition.**

## **OUR MISSION**

The Mission Statement at the Sacred Heart of Mary Girls' School underpins all behaviour and discipline in the school and applies to staff and pupils alike. The discipline structure within the school relies upon the promotion and practice of positive behaviour by all members of the school community. As a Catholic school community, we favour a community Code of Conduct rather than a set of school rules.

We expect that the Code of Conduct will instil in pupils a sense of moral responsibility, encourage consideration for others, and foster a mutual respect among all members of the school community as well as a respect for the working environment that we share each day. Expectations are very high with regard to behaviour and discipline and where pupils fail to comply with the Code of Conduct, sanctions which reflect a sense of justice and fairness will be applied.

***Be Careful. Don't think these little children are worth nothing. I tell you that they have angels in heaven who are always with my Father. If a man has 100 sheep but one of the sheep gets lost, he will leave the other 99 on the hillside and go to look for the lost sheep. I tell you the truth, he is happier about that one sheep than about the 99 that were never lost. In the same way, your Father in heaven does not want any of these children to be lost.***

**Matthew 18: 10-14**

***“So in everything do to others what you would have them do to you” Matthew 7:12***

Sacred Heart of Mary Girls' School is a Catholic community which lives, loves and learns together. As part of a successful learning environment we have a zero tolerance approach to Bullying.

### **Aims**

- At Sacred Heart of Mary Girls' School we aim to ensure that all pupils will learn and grow in an environment free of intimidation and bullying
- To create a supportive, caring and safe learning environment for all pupils
- To ensure that all incidents are dealt with swiftly and effectively to ensure the well-being of all
- To clarify for staff, pupils and parents the expectations of our school's Code of Conduct and procedures that are in place to ensure that Sacred Heart of Mary Girls' School is a caring community where all can thrive

### **What is Bullying?**

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years:

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.*

TYPE OF BULLYING	DEFINITION
Verbal	persistent name calling, persistent teasing, making inappropriate comments offline or online
Emotional	excluding, tormenting, starting rumours, offensive gesture
Physical	Hitting, kicking, pushing, spitting, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> <li>● Learning ability</li> <li>● Appearance</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Coercion	forcing someone through coercion or intimidation to do things that are unsafe / inappropriate
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites; sharing, posting on or forwarding inappropriate content

At this school, we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief

- sex
- sexual orientation

### Child-on-child abuse

According to *Keeping Children Safe in Education* (September 2024) child-on-child abuse 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 stand-alone or part of a broader pattern of abuse;
- upskirting, 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.

If one pupil causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. It is also important to distinguish between bullying and friendship breakdown or conflict.



However, it may be appropriate to regard a pupil’s behaviour as abusive if:

- There is a large difference in power (age, size, ability, development) between the young people concerned, or
- The perpetrator has repeatedly tried to harm one or more children; or
- There are concerns about the intention of the alleged pupil

Where it is deemed as an appropriate child protection issue by the DSL and team, a referral will be made to the London Borough of Havering Children's Services.

According to the NSPCC no single sign will indicate for certain that a child is being bullied, but watch out for:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others

## **Roles and Responsibilities**

### **Headteacher**

- To ensure that SHOM is a harmonious, supportive and safe environment
- To oversee all cases of repeated bullying
- To review and update all practice relating to anti-bullying work to ensure we are effective in this area
- To ensure the anti-bullying policy is effectively implemented
- To take all allegations of bullying seriously and to act upon the allegations in an appropriate manner
- To ensure that the Governing Body via the Behaviour and Attitudes Sub-committee are fully informed of incidents of bullying and the resolution thereof

### **Pastoral Assistant Headteachers/DSL**

- To lead and evaluate the anti-bullying strategies of SHOM
- To produce and implement the anti-bullying policy
- To ensure all staff understand and are familiar with the policy and feel confident in all procedures
- Provide appropriate CPD
- To respond swiftly to all bullying reports ensuring victims and parents are confident that the issue is being addressed
- To promote Restorative Justice
- Liaise with outside agencies as required
- To record all incidents
- To ensure the headteacher is informed of all cases and any subsequent action

### **Heads of Year/ Form Tutor**

- To promote zero tolerance of bullying

- To take a proactive approach to tackling and preventing bullying behaviours
- To promote anti-bullying initiatives to ensure all pupils feel safe and secure and that they are aware SHOM is a telling school
- To ensure that all pupils are aware of who they can approach and how they can report bullying, for example via a teacher or surveys
- To respond immediately to pupil concerns
- To respond to and keep parents informed regarding issues raised
- To promote and deliver Restorative Justice
- To create a culture of fairness and respect across the year groups – cultivating positive relationships
- To ensure that all records of incidents are recorded and filed

#### **Class Teacher**

- To be aware and confident in following the schools anti-bullying policy
- To report any concerns as appropriate and to document clearly and accurately
- Ensure that a pupil reporting feels that their concern is listened to and acted upon promptly
- To ensure that the learning environment in the classroom as well as corridor is safe and supportive

#### **Lead Learning Mentor**

- To report any concerns to Assistant Headteacher/Head of Year as appropriate
- To provide support for pupils who have been bullied

#### **SENCO**

- To ensure that no pupil is discriminated against or bullied as a result of SEND
- To promote positive relationships between pupils
- To liaise regularly with parents / outside agencies to ensure that all pupils feel safe and are able to reach their full potential
- To provide CPD for staff as appropriate

#### **All Staff**

- To model high standards of personal and social behaviour and enforce expectations with pupils
- To respond to and deal with issues of bullying inside and outside the classroom
- To take all allegations of bullying seriously and to act upon the allegations in an appropriate manner

#### **Pupils**

- All pupils have a role in ensuring SHOM is a caring community
- All pupils have a responsibility to report bullying to a relevant member of staff
- No pupil should stand by and watch someone being treated unkindly. It is important that you speak up
- To use *How to report a concern* link on the school website if you have concerns
- All pupils are expected to support each other and treat others how they would want to be treated

#### **Parents**

- To be aware of how to report bullying

- To communicate with the school early if you have any concerns
- To attend meetings with the school as requested
- To support the school in ensuring it is an effective and successful community where all are secure and able to learn effectively

### **Anti-Bullying in the Curriculum**

As part of our proactive approach this is addressed cross-curriculum. It is addressed in assemblies, anti-bullying weeks, form tutor time, PHRSE lessons, RE lessons, School Council and other specialist one-off days of extra curricular information and guidance.

We also have a thorough transition programme between key stages to ensure that pupils are ready and supported for the next stage of their learning.

### **Sanctions**

There are a range of sanctions that will be applied to those involved in bullying depending on the nature and the incident(s)

- Removal from communal areas
- Removal from form class
- Removal from lesson(s)
- On report
- Parental meeting/phone calls
- Community service
- Detentions
- Internal suspension
- Fixed term suspension
- Permanent exclusion
- Removal from form class

The sanctions applied are a demonstration of how seriously we take bullying at SHOM and how we provide a zero tolerance of such conduct.

### Links to other Policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Suspension and Exclusion Policy

Resources and further help:

<https://www.verywellfamily.com/bullying-or-unkind-behavior-how-to-know-the-difference-460493>

<https://www.nationalbullyinghelpline.co.uk/>

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/>

<https://www.mencap.org.uk/advice-and-support/bullying-and-discrimination/advice-and-support-parents-about-bullying>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/>