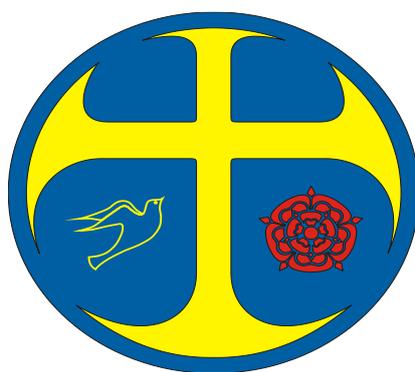# All Saints' Roman Catholic High School, A Voluntary Academy

part of
Romero Catholic Academy Trust

Luceat lux Vestra

Anti-bullying Policy - Draft

Updated: Autumn 2025
To be reviewed: Autumn 2026

Responsibility of: DSL

Policy Approval:

_____   11-12-2025
                                          _____

Signature of Headteacher   Date

_____   11-12-2025
                                          _____

Signature of Chair/Vice-Chair   Date

Mission Statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.

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1.Introduction

Our anti-bullying policy recognises that all individuals have the right to succeed to the best of their ability. We aim to create an ethos in which attending school is a positive experience for all members of our community. We work to provide an environment where all are encouraged to develop as responsible moral adult citizens with a living faith and have a clear understanding of their duties as Christians. We are a community that values and practises tolerance, respect and concern for others. We want all members of our community to be encouraged to flourish regardless of their colour, faith, gender or sexual orientation. We work to deal with bullying effectively and to support both the victims of prejudice-based bullying and bullies to help them change their attitudes and behaviour.

This policy comes under the umbrella of Safeguarding and sits alongside and links with Child Protection, Behaviour, Attendance, SEN, Single Equalities (E-safety).

2. Limits

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises and the Headteacher has a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable".

Therefore, this policy applies to situations in school and outside school where the pupil is:

- Taking part in any school organised or school related activity.

- Travelling to or from school.

- Wearing the school uniform.

- Is identifiable as a pupil at the school.

- Impacting the orderly running of the school by his/her behaviour.

- Posing a threat to another pupil or member of public and could adversely affect the reputation of the school.

3.Values and Principals

All Saints' Roman Catholic High School is a caring Catholic community and as such we want to proclaim our faith in our everyday relationships. We aim to encourage good behaviour and respect for others on the part of pupils and, in particular, to prevent all forms of bullying – which we consider unacceptable.

The purpose of this policy is to promote a consistency of approach and response to create and reinforce a climate in which all types of bullying are regarded as unacceptable.

We aim to promote a shared understanding of bullying behaviour and raise awareness amongst pupils, staff, parents and carers, so that all pupils know who they can talk to.

This policy provides a robust framework for managing any reported incidents.

4. Definition of bullying and child – on – child abuse

The DCSF defines bullying behaviour as:

Behaviour by an individual or group, **usually repeated over time**, that **intentionally hurts** another individual or group either physically or emotionally, including the specific targeting of protected characteristics listed in the 2010 Equality Act.

- Emotionally harmful behaviour is: taunting, spreading hurtful rumours, excluding from groups, cyber bullying, dirty looks and offensive gestures.

- Physically harmful behaviour is: kicking, hitting, pushing or other forms of physically abusive behaviour.

Behaviour constitutes bullying and child-on-child abuse if:

- It is repetitive, wilful, persistent.

- Intentionally harmful, carried out by groups or an individual.

- There is an imbalance of power leaving the person being bullied feeling defenceless.

Specific types of prejudice-based bullying and child-on-child abuse include:

- Bullying related to race,religion or culture.

- Bullying related to SEN or disabilities.

- Bullying related to appearance or health conditions.

- Bullying related to home or economic circumstances.

- Bullying related to gender identity or sexual orientation.

- Sexist or sexual bullying.

- These can be face to face, or online (cyberbullying)

It is NOT bullying when:

- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental.

- There is a one-off fight/disagreement between students of equal stature or strength.

- There is a good reason why others cannot be included in a group activity.

- A student is called a nickname with which they have no concerns about.

- Friends have a temporary fall out.

5. Responding to bullying and child-on-child abuse

a) Reporting Bullying and child on child abuse

Any allegation of bullying and child-on-child abuse should be dealt with as thoroughly and quickly and sensitively as possible. Pastoral Leaders will speak to the pupil and decide on the level and seriousness of the alleged bullying behaviour and who will talk to the pupils involved and who else needs to be involved. Parents reporting alleged incidents should inform their child's relevant Pastoral Leader who should then follow the procedure above.

Our approach to AntiBullying and child-on-child abuse therefore needs to take into consideration on the one hand, the impact of inappropriate behaviours on others, while taking into account the behaviours of some children with special educational needs, that may not always be deliberate.

b) Recording bullying and child-on-child

All instances of bullying behaviour and child-on-child abuse should be recorded on CPOMS along with all actions/outcome by Pastoral Leader, with the DSL automatically informed.

Instances of bullying and child-on-child abuse are collated termly and reported to the Local Governing Body. The DSL will analyse patterns and use this information to inform future pastoral support such as whole school assemblies, group work of PSHCE Schemes of Learning.

c) Complaints procedure

Should there be difficulty in resolving a situation, parents should contact Miss Laverty, DSL, in the first instance and if the situation is still not resolved, parents should follow the complaints policy which is on the school website/

d) Action

If prejudice-based bullying or child-on child abuse is suspected we will talk to the alleged victim, the suspected bully/bullies and any witness statements can be taken. If any degree of bullying is identified then help, support and mediation will be given, as is appropriate, to both the victims and the bullies.

Where appropriate, the school will adopt a Restorative Approach, involving mediation/reconciliation that will help both victims and perpetrators and help prevent any reoccurrence or repetition in the future.

We may support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their Form Tutor, class teacher, or another teacher if they choose.

- By informing the victims' parents or carers.

- By offering continued support when they feel they need it.

We also discipline, yet try to help the **perpetrators** in the following ways:

- By talking about what happened, to discover why they became involved.

- By informing the bully's parents/carers.

- By continuing to work with the **perpetrators** in order to change their behaviour and attitudes.

e) Sanctions

Below is a list of sanctions that may be used, the list is not incremental.

- Discussion with the bully/all parties.
- Referral to senior staff.
- Internal exclusion.
- Detention.
- Loss of privileges at break/lunch.
- Fixed Term Exclusion.
- Permanent Exclusion.
- Police involvement.

f) Preventative Measures

All Saints' Roman Catholic High School is a caring, welcoming and friendly school. We enjoy good communication throughout the school. The school enjoys positive relationships, individuals feel valued and the curriculum builds and encourages self-esteem and self-confidence with a positive classroom climate throughout the school.

Communication skills are a key component of the Curriculum and are vital to enable pupils to demonstrate their feelings without resorting to abuse of others.

Our school Values are designed to instruct pupils about the behaviours that will ensure an abuse free and respectful environment.

Bullying and child-on-child abuse involving member(s) of staff will be dealt in accordance with the Staff Code of Conduct and the school's Disciplinary Policy.

6. Implementation of the Policy

There are assemblies on bullying behaviour, anti-bullying audits and forums where bullying is discussed. The policy is reviewed regularly and re-presented to staff, pupils and parents yearly.

7. Evaluating the Policy

The anti-bullying policy will be reviewed annually by the DSL and discussed at the Local Governing Body.

All Saints' reminds pupils, staff and parents annually about their anti-bullying policy.

Pupils in all years are provided with opportunities to participate in Pupil Voice surveys which include questions about bullying.

8. Cyberbullying

Cyberbullying is the use of ICT, especially mobile phones and the internet, deliberately to upset someone else. It differs from other kinds of bullying in several significant ways: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Research indicates that cyberbullying is a feature in both young people's lives and staff.

All Saints' takes cyberbullying seriously. Headteachers have legal powers to regulate the conduct of pupils off site. There are criminal laws that can apply in terms of harassment and threatening and menacing communications. (All Saints' may contact the police if they feel the law has been broken.)

Cyberbullying takes different forms:

- Threats and intimidation.
- Harassment e.g. repeatedly sending unwanted texts or IM.
- Vilification/defamation.
- Exclusion/peer rejection.
- Impersonation.
- Unauthorised publication of private information or images.
- Manipulation.
- sexting (also known as youth produced sexual imagery)

Some cyberbullying is deliberate and aggressive, but it is imperative to recognise that some incidents are unintentional and the result of not thinking about consequences.

What may be sent as a joke may not be received as one and technology means the sender may not see the impact of the message on the receiver. There is less opportunity to resolve misunderstanding or feel empathy.

Bystanders (or accessories) can also easily become perpetrators by passing on images/taking part in online polls/discussions.

Preventing cyberbullying

All Saints' will regularly review Acceptable Use Policies and procedures for monitoring the school network and the IT staff and DSL work together on this.

All Saints' records and monitors incidents of cyberbullying on CPOMS in the same way as all other forms of bullying.

All Saints' will aim to stay up to date as new technologies and services become popular. School will also aim to educate staff, pupils and parents around the responsible use of technologies and e-safety, and help young people deal confidently with any problems whether in or out of school.

School will treat the problem as a live and ongoing issue.

Responding to Cyberbullying

When cyberbullying impacts on school life the following procedures should take place:

- Examples of texts, emails should be kept.
- Outside agencies e.g. mobile phone companies, internet service providers, social networking sites, the police should be used.
- Advice on not retaliating, blocking or removing from buddy lists will be given.
- All Saints' will attempt to identify the person responsible for the bullying and child-on-child abuse and apply sanctions.
- The person being bullied will be supported as in other bullying incidents.

Sanctions

School will use the same disciplinary sanctions and behaviour modification strategies as in other bullying incidents.

School will refer to for legal powers to regulate behaviour off site; confiscation of items; searching through phones.

Child Friendly Peer-on-Peer abuse Guide

Contents:

Feeling safe and happy at school

At All Saints' RC High School, we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at peer-on-peer abuse, and what you can do when you feel you are being abused, or when you notice someone else being abused.

We can help you by:

- Teaching you what peer-on-peer abuse is.

- Teaching you what to do if you feel like you are being abused, or if someone else is being abused.
- Making sure you know the grown-ups you can speak to if you are worried.

1   What is peer-on peer abuse?

A **peer** is someone who might be your friend, a child at school with you, or another child you may know.

Abuse is something which usually physically or emotionally **hurts** another person by using behaviour that is meant to **scare**, **hurt** or **upset** that person.

Sometimes, it can be hard to know when abuse is happening, because **not all** abuse will hurt, scare or upset you, and you might not know it is happening. It's really **important** you know when you are being abused so we can make sure it stops.

There are lots of different types of abuse. It is important you know what these types of abuse are so you know what to do if you see them.

2   Bullying

Bullying can be different things, and isn't just hitting or kicking another person.

Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.

Physical bullying is punching, kicking, spitting, hitting or pushing someone.

Verbal bullying is teasing someone, calling them names or using rude hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender identity or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person sending another person to say nasty things.

3 Sexting

This is sending **inappropriate pictures, videos or messages** – they can sometimes be called 'nude pics', 'rude pics' or 'nude selfies', but can also be rude messages.

Pressuring someone into sending these pictures, videos and messages is **abuse**.

Even if you are not the person who is sending them, it is **illegal** to have these kind of pictures or videos of a person if they are under 18 years old.
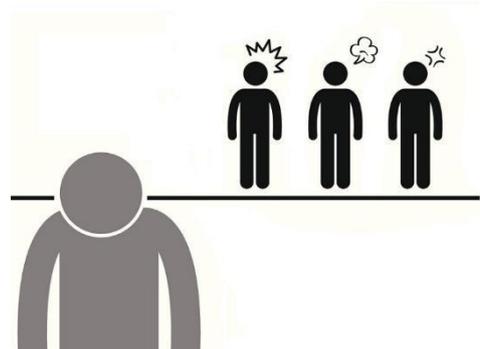
4 Sexual harassment

Sometimes, people can **act sexually towards others** and it might make them feel uncomfortable.

This can happen **online**, on social media, through messages and **face-to-face**.

It might make someone feel **scared**, **embarrassed**, **uncomfortable** or **upset**.

It could be:

⊕ Someone making **sexual comments**, like telling sexual stories, saying **rude things** or saying sexual things about someone's **appearance** or clothes.

⊕ Calling someone **sexual names**.

⊕ **Sexual jokes** or teasing.

⊕ Being physical, like **touching** which makes you feel uncomfortable, messing with your clothes, or **showing pictures** or **drawings** which are of a sexual nature.

⊕ Being sexual online, like **sharing sexual pictures** and **videos,** or posting sexual comments on social media.

⊕ It might also be **sexual threats** or pushing you to do something sexually that you don't want to or aren't ready for.

5 Relationships

Any relationship you have should be **good** and **happy**. A bad relationship might make someone feel **scared**, **confused**, **worried** and even **unsafe**.

It's really important that you know the **difference** between a good relationship and a bad relationship.

Good relationships

- You are **comfortable** around that person.

- You can be **honest** with that person.

- You can say how you **fee**l, what you are **thinking** and you **listen** to each other.
- You **support** each other and treat each other **nicely**.
- You feel **safe**.

- You **trust** that person.
- You are **equal** – you don't boss each other around or tell each other what to do.

- You feel **looked after**.

Bad relationships

- The person might **push** you, **hit** you or **destroy** your things.

- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something. They might also say they will hurt you if you do something too.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.

- The person might **pressure** you to do things **you don't want to** or aren't ready for, like sex, or using drugs and alcohol.
- The person **might not take no for answer** when you say you don't want to do something.

How do I know if someone is being abused?

It might be hard for you to know if you are being abused and you **might not really understand** it is happening. It is important you can **recognise** when behaviour isn't appropriate.

It's also important that you can notice when **someone else** might be being abused.

Some signs might be:

- Not going to school.

- Having injuries, like bruises.

- Feeling sad and down.
- Feeling like they can't cope.

- Feeling withdrawn or shy.

- Getting headaches or stomach ache.

- Feeling nervous.

- Not being able to sleep, sleeping too much or getting nightmares.
- Feeling panicked.

- Using alcohol or drugs.

- Changing looks to look much older.

- Being abusive to someone else.

Remember: you can feel all of these things too. Listen to how you feel, and know that these signs can mean you are being abused.

What do I do if someone else is being abused?

If you see someone else being abused, it is important that you **help** that person.

You should **never walk way** and ignore the problem if you see someone else being abused, because the person might keep upsetting them.

If you can, and it is **safe** to do so, tell the person abusing you to **stop**, but never get angry or hit them.

Tell a grown-up, such as a teacher, as soon as you've seen someone being abused.

Grown-ups can **stop the abuse** and make that person feel happy again.

You should **never feel scared** to tell someone about abuse.

Sometimes, you might not **see someone being abused**, but you might be **worried** about them. Or, you might think they are being abused by **someone you don't know**, or someone they have **told** you about. It's really important you **tell someone** even if you are worried, but haven't **seen** any abuse.

What do I do if I am being abused?

The first thing you should do is **tell someone you trust**. This could be a family member, a friend or a teacher.

You can also **tell the person abusing you** to leave you alone. If telling them to leave you alone would **make you feel too scared or worried that they might hurt you**, make sure you **tell someone** so they can help.

You should **try not** to:

- **Do** what the person says.
- Let what the person says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being abused, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being abused. If you talk to a grownup, we can **make the abuse stop**.

Who can I talk to?

It is important you **tell someone** as soon as you are being abused, or you notice someone else being abused.

Speaking to someone like your mum, dad, carer or teacher will mean that we can make sure the **abuse stops** and doesn't happen again.

The list below shows the **Adults** at our **school** that you can speak to:

Form Teacher
Pastoral Leader
Safeguarding Leads (Miss Laverty, Miss Starkie. Deputy DSL Mrs Barlow)
SLT members (Mrs Lord, Miss Montgomery, Mr Parkes, Mr Hunt and Miss Padwell)

How can I help to stop abuse from happening?

We can all help stop abuse at our school by:

- Making sure we **understand** how we should **act** towards others.
- **Helping** others when they are in need.
- Being **kind**, **friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Taking part in **school activities**, like assemblies, PSHE lessons and circle time, which talk about peer-on-peer abuse.
- **Talking to someone** when we are worried.

You should know that abuse is never OK and it is serious. It is not funny, or part of growing up.

Organisations that can offer support:

The Anti-bullying Alliance (ABA): the Anti-bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed a cyber-mentors peer support programme for young people affected by cyberbullying.

Kidscape: A charity established to prevent bullying and promote child protection. It offers advice to young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
Childline www.childline.org.uk

Bullying Help www.youngminds.org.uk/bullying Bullying Advice www.bullying.co.uk

Kooth: free, safe and anonymous online support for young people.
www.kooth.com