



St. Anselm' College

Anti-Bullying Policy

Version 3.0 with Appendix

Our Mission Statement

“I can do all things through Christ who strengthens me”

Philippians 4:13

At St. Anselm's College, **faith** is at the heart of all we do. Inspired by the **Gospel** and the vision of **Blessed Edmund Rice**, we educate the **whole person** through **academic challenge** and **moral formation**, fostering a heart for **service** and **respect** for all God's creation.

Document Owner:	Deputy Headteacher Pastoral
Committee:	Student Wellbeing & Development
Frequency of Review:	Annually
Governors Ratification:	Spring Term 2025

Introduction

At St. Anselm's College, we recognise that everybody should be able to learn in an environment that is free from bullying of any kind and in which they feel safe and supported. There is no place for any form of bullying in our College, and this applies both to the bullying of both pupils and College staff.

We believe every pupil should be able to participate in all College activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Anselm's College. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We believe that providing a safe and happy place to work and learn is essential to raising attainment and attendance, promoting equality and diversity, encouraging good citizenship and ensuring the safety and wellbeing of all members of the College community.

St. Anselm's College will act to prevent all forms of bullying. A preventative approach will help the College to ensure the well-being of pupils and staff as well as encouraging all of us to play our part in creating a society in which, inspired by Gospel values, we all treat each other with dignity and respect.

When bullying does occur, inside or outside the College premises, the College will act promptly and firmly and will apply appropriate and proportionate disciplinary sanctions. We will work with bullies to ensure that they are held to account for their actions and accept responsibility for the harm that they have caused. We will ensure that those being bullied are supported through a variety of means.

To this end, the following groups of people have been consulted and will be involved in its review on an annual basis:

- Pupils
- Staff
- Parents/carers
- Governors

This policy is an organic document, which will be constantly revisited, undergo improvement and updating as circumstances and situations change and as we learn what works.

Definition of Bullying

Bullying may be defined as 'Behaviour by an individual or group, sometimes repeated over time, that hurts another individual or group either physically or emotionally'.

There is no definition of 'bullying' in English law. However, following consultation with stakeholders, we have adopted the definition of bullying used by the Anti-Bullying Alliance which states that bullying is:

'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'.

Bullying, safeguarding and the law

Bullying is not in and of itself automatically a child protection issue but becomes one "where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm" (Children Act 1989). The Education Act 2002 gave schools a duty to safeguard and promote the welfare of pupils and includes bullying.

The Education & Inspections Act 2006 gave head teachers the responsibility for 'preventing all forms of bullying'. It empowered head teachers to regulate the behaviour of pupils when they are off school site and for members of school staff to impose disciplinary penalties

The DfE guidance Keeping Children Safe in Education is also clear that 'serious bullying (including cyberbullying)' could constitute emotional abuse.

Whilst there is no specific offence of bullying in English law, some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. Hate crimes (incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender) might also constitute criminal offences and assistance from the police may be sought in such cases.

Bullying may constitute a violation of a number of rights under the United Nations Convention on the Rights of the Child. This includes the right of children to privacy, and their right to be protected from abuse, neglect and degrading treatment.

Key differences between Bullying and Relational Conflict

Relational conflict between students can on occasion lead to bullying. Relational conflict can arise through personal differences between individual students or groups of students, problems from outside school becoming interwoven with school life or from difficulties arising from the breakdown of relationships between individuals or groups of students. Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour which happens occasionally, and offence might be accidental. In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plot a way forward.

There may sometimes be misunderstanding about whether an incident is bullying 'bullying' or 'relational conflict' so it is important to define what we mean by bullying and to explore the differences between bullying and conflict.

Relational Conflict	Bullying
Occasional	Can be a repeated happening
Not pre-planned	Premeditated, on purpose, planned, intentional
Both parties are genuinely upset	Person being bullied is more upset
No imbalance of power	One party deliberately exercises power over another party
Both parties admit responsibility	Blame is laid on the person being bullied
There is an effort to solve the	No effort is made to solve the situation by

situation from both parties	the person who is doing the bullying
-----------------------------	--------------------------------------

Not all conflict leads to bullying, but some does. Unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.

Just because an incident doesn't have all of the elements of bullying, doesn't mean it is something to ignore. For example, a relational conflict that goes unresolved can easily turn into bullying so will be monitored. Another example would be that a one-off verbal or physical attack, whilst not bullying, would still need involvement from adults in the form of sanctions and/or support.

It is not necessary for all of the criteria listed under 'Bullying' to be met in order for an incident to be determined to be bullying. There will always be a need for professional judgment to be made and a 'best-fit' approach adopted.

However, imbalance of power (actual or perceived) will be present in all instances of bullying. This imbalance could be focused on individual differences relating to things such as:

- Age
- Appearance
- Gender
- Perceived ability
- Perceived level of popularity
- Perceived social status

In all instances of bullying, it is the actions of the perpetrator and not the identity or characteristics of the victim that are to blame for the bullying occurring. Bullying behaviour is never acceptable

Bullying is in most instances a group behaviour – whilst there will be one or more ring-leaders who instigate the bullying there will also be those who assist or reinforce the bullying behaviours and these roles may swap around over time.

Bullying can take place between pupils, between pupils and staff; between staff and between parents and staff; by individuals or groups; face-to-face, indirectly or by way of cyber bullying. It can take the form of threats of violence, verbal abuse, ridicule, humiliation, intimidation or defamation. Pupils could be bullied for a variety of reasons, e.g. jealousy or difference, or simply maliciously and for no reason. Specific types of bullying include:

- bullying related to race, religion or culture;
- bullying related to special educational needs (SEND) or disabilities;
- bullying related to academic progress or achievement
- bullying related to appearance or health conditions;
- bullying related to sexual orientation (see page 5);
- bullying related to home circumstances or family members;
- sexist or sexual bullying.

Cyber bullying

Cyber bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the Internet to hurt or torment someone else'. Cyber bullying can be an extension of face-to-face bullying, but the victim can be faced with bullying even when in the apparent safety of their own home and is not restricted to school hours. Although cyber bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and the sending of, or publication of, threatening and menacing communications.

After due consideration, the College will contact the police if we feel that the law has been broken or the offence necessitates their involvement or advice. The Education and Inspections Act 2006 outlines the powers of headteachers to regulate the conduct of pupils when they are off site. It also provides a defence for the confiscation of mobile phones and other items used in the process of bullying.

Cyber bullying takes many different forms, which includes but is not limited to:

- threats and intimidation
- harassment;
- vilification, defamation or humiliation;
- exclusion or peer rejection;
- impersonation;
- unauthorised publication of private information or images
- manipulation
- sending disturbing images
- sexting

In the process of cyber bullying, bystanders can easily become accessories – by passing on or showing to others images which humiliate, or by taking part in online polls or discussions intended to hurt or humiliate. Such people must realise that they are considered to be participating in the bullying and will be complicit in compounding the misery for the victim. Involvement in such activities will be deemed as bullying and will not be tolerated.

Responding to and Preventing Cyber bullying

Essential elements in preventing cyber bullying and promoting e-safety are raising awareness and promoting understanding about the issues to pupils, staff and parents. For pupils this will be done through PSHE lessons and in Assemblies. All students cover Internet Safety in their first ICT lesson of each academic year. Pupils are also given advice on 'blocking' people from lists and encouraged to think carefully about the personal information that they put into the public domain via internet sites such as Facebook, Twitter and YouTube. Parents will be offered the opportunity to attend specific events designed to disseminate information.

The College network is monitored closely and pupils are discouraged from bringing mobile phones into school. In the case of proven cyber bullying, access to the College network will be disallowed and if mobile phones have been used, the College will use its powers to confiscate the phone for up to a period of one month.

The above is in addition to other sanctions which may be imposed for the bullying itself.

All pupils and staff are required to sign and abide by the 'ICT Responsible Use Policy'.

Homophobic, Biphobic or Transphobic (HBT) Bullying

HBT bullying occurs when bullying is motivated by a prejudice against people who are, or are perceived to be, homosexual, bisexual or transsexual. Schools have a legal duty to ensure that HBT bullying is dealt with in school.

The College will respond to the use of HBT language. It is not acceptable to for example, use the word 'gay' to describe something that is perceived to be rubbish. Serious sanctions will be issued.

HBT bullying is a form of identity based and prejudice-based bullying. Broadly speaking, it is motivated by dislike or ignorance about LGBT+ people. It can also be directed towards people who seem not to conform to traditionally male or female gender roles.

Responding to HBT Bullying

HBT language will be challenged when it occurs. Pupils will be made aware of what HBT language is and that this language is not tolerated in the College. Sanctions will be imposed at the discretion of SLT. The perpetrator will be expected to engage in a restorative practice conversation with the victim.

Racial, Religious and Cultural Bullying

Racial religious and cultural bullying occurs when a person attempts to physically intimidate ridicule or humiliate another person because of their racial, religious or cultural origins or beliefs. The Christian ethos of the College underpins mutual understanding and respect of all races and religions. World religions are taught as part of the Religious Studies curriculum. We will not tolerate the use of racist language and pupils can expect to serve a fixed term exclusion if they use such language. Whilst the use of racist language is recorded as a racial incident (and may be forwarded to the Local Authority) it does not always constitute racial bullying. If bullying is proven, it will be dealt with as a bullying incident.

Those responsible for racist bullying or the use of racist language need to be made aware that what they have done is wrong and need to be helped to understand their own behaviour and how to change it.

Responding to Racial, Religious and Cultural (RCC) Bullying

RCC language will be challenged when it occurs. Pupils will be made aware of what RCC language is and that this language is not tolerated in the College. Sanctions will be imposed at the discretion of SLT. The perpetrator will be expected to engage in a restorative practice conversation with the victim.

Bullying related to Special Educational Needs and Disability (SEND)

As our definition of bullying is 'Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally' – the College will deal with incidents of disabledist bullying under the remit of the Anti-Bullying Policy.

Peer on peer abuse (child on child)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports (see KCSIE 2024 & SG Policy)

All staff should understand, that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to CGW – DSL.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example:

Dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
(For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B – KCSIE 2024)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Anti-Bullying Strategies

The aims of the College anti-bullying strategies and intervention systems are:

- to prevent, de-escalate and/or stop any continuation of harmful behaviour;
- to react to bullying incidents in a reasonable, proportionate and consistent way;
- to safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- when bullying is proved, to apply disciplinary sanctions to the pupil causing the bullying;
- to ensure bullies learn from the experience and sanctions and develop a degree of social maturity and responsibility. This is carried out using a Restorative Practice approach.

Preventative Strategies include:

- effective leadership by all that promotes a tolerance of diversity and an open and honest anti-bullying ethos;
- the use of curriculum opportunities in particular PSHE lessons and Health and Well-Being days to discuss issues around diversity and draw out anti-bullying messages
- the use of Key Stage and Year Assemblies to reinforce the anti-bullying message.
- the use of form time to highlight bullying issues and bring home to individuals the damage bullying can do;
- engaging pupils in the process of developing the College Anti-Bullying Policy and promoting open and honest reporting
- the use of high-profile events such as Anti-Bullying Week (November) to target specific activities.
- working with pupils to establish key times and locations where bullying is more prevalent and to instigate measures to combat the problem.
- Use of 1:1 sessions with a counsellor from Action for Children to support the victim
- Use of 1:1 sessions with the College Youth Worker to support the victim
- Use of 1:1 sessions with the bully to explore why they are acting in this way and to help them to recognise the harm their actions cause in an effort to prevent this type of behaviour reoccurring

Incidents of Bullying

When incidents of bullying do occur:

- the College will liaise promptly with parents when issues to do with bullying come to light. The College has a complaints procedure which parents will be made aware of.
- the College peer-mentoring scheme will be used as deemed appropriate. Older students will provide a 'listening ear' for younger students and try to allay any fears they may have.
- restorative practice, which hold pupils to account for their behaviour and engages with them to agree the actions they should take to repair the harm caused, will be used wherever possible.
- the College will monitor periodically whether the action/sanctions taken have prevented the recurrence of the bullying and that the pupil being bullied feels safe again.
- an input from the College learning mentors and/or the College Youth Worker may be sought to guide the action taken.

Sources of Support

- all staff in College, but particularly the pastoral staff, will support students who are the victims of bullying
- a Youth Worker is employed two days a week and supports students who are the victims of bullying
- a counsellor from Action For Children offers 1:1 counselling to students some of whom may have experienced bullying
- There is one Learning Mentor in school, who offer academic and emotional support to students
- At the College, we recognise that the bully may also need support to recognise the harm caused and to explore reasons why they are behaving in this way and how they can stop. This work is carried out by our Youth Worker, Counsellor and Learning Mentors.

Useful Organisations/Helplines:

- Anti-Bullying Alliance (ABA). Advice for students, parents and or carers. <https://anti-bullyingalliance.org.uk/tools-information/advice-and-support>
- BullyingUK: 0808 800 2222 (Advice for parents/carers on dealing with bullying)
- Carers UK: 0808 808 7777 (Information, advice and support for people who need help looking after a friend or family member)
- CASS: 0808 800 8088 (National organisation that supports women and girls affected by self-harm)
- Childline: 0800 1111 (Free confidential service to help young people under 19 with any issue they are experiencing)
- Family Lives: 0808 800 2222 (Offers information, advice, guidance and support on any aspect of parenting and family life, including bullying)
- Kooth: www.kooth.co.uk (UK's largest digital mental health provider to the NHS for children and young people aged 10-25, offering digital mental health services)
- MIND: 0300 102 1234 (A Mental Health charity that offers advice to people with mental health issues)
- Refuge: 0808 2000 247 (Information and advice on violence against teenage girls and young women)
- Runaway Helpline: call or text 116 000 (Provides information, help and support and options for young people thinking of running away or are already away)
- Samaritans: 116 123 or (Crisis support for anyone in emotional distress or suicidal)
- Scope: 0808 800 3333 (Support for disabled people, their families and professionals)
- Victim Support: 0808 1689 111 (Free and confidential support for those affected by crime)

Sanctions

Disciplinary sanctions have four main purposes, namely to:

- impress upon the perpetrator(s) that what they have done is unacceptable;
- deter bullies from repeating that behaviour;
- signal to other pupils that the bullying behaviour is unacceptable and to deter them from doing it
- give the perpetrator the opportunity to put right the harm that they have caused using a Restorative Practice approach.

The sanctions imposed will depend on the nature and severity of the bullying and how long it was going on for. Possible sanctions include:

- Lunch duties
- Detentions (after school)
- Letters to parents
- Behaviour points
- Internal exclusion
- Fixed-term suspension

Severe incidences of bullying may trigger a meeting of the College Disciplinary Panel or the College Governors' Disciplinary Panel (for details see College Behaviour Management policy). The College Governors' Disciplinary Panel has the authority to ratify the Headteacher's decision to permanently exclude a pupil.

Reporting and recording incidences of bullying

The College encourages pupils to report bullying in confidence. This would normally, in the first instance, be to their form teacher, but can be to any member of the College staff. Parents are also encouraged to report incidences of bullying. Reporting should, in the first incidence, be to their son's form teacher. Form teachers may then pass the matter on to the Head of Year, Head of Key Stage or Deputy Headteacher as appropriate.

Incidents of bullying will be recorded to enable the College to manage individual cases effectively, monitor the effectiveness of preventative strategies, celebrate anti-bullying work in the College and ensure the proportionate and fair implementation of sanctions.

All staff are aware of the Anti-Bullying Policy. Staff who are unsure about how to deal with an incident of bullying that is reported to them, should consult with the boy's Head of Year, Head of Key Stage or the Pastoral Deputy Headteacher.

The policy is also placed in the Parents' Section of the College website for parents to view. Pupils know that they can approach any member of staff regarding bullying.

Evidence shows that pupils tend to approach their form teacher, Head of Year or Deputy Headteacher when an issue arises.

References

- DfE – Preventing and tackling bullying, Oct 2017
- DfE – School support for children and young people who are bullied
- DfE – Cyberbullying advice for Headteachers and school staff, Nov 2014
- DfE – Keeping Children Safe in Education, **Sept 2024**