



CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL

# Anti-Bullying Policy

<b>Author/Adapted from</b>	Adapted by D Mangan and R Evans (Original 2013)	
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<b>Document History</b>		
<b>Version</b>	<b>Date</b>	<b>Notes</b>
V1	2013	Created in collaboration with students and pastoral staff
V2	November 2020	Updated in line with current guidance. This policy should be read alongside Behaviour Policy, Behaviour Principles Statement and Safeguarding Child Protection Policy
V3	January 2022	Job title change (section 1.4), inclusion of additional examples of types of bullying (section 3.2)
V4	February 2023	Updated Mission Statement, updated roles in school

## **Our Mission Statement**

John Carmel Heenan (1905-1975) was Bishop of Leeds, Archbishop of Liverpool and Cardinal Archbishop of Westminster. This school is a living tribute to a very faithful servant of God. We are proud to bear his name.

We wear the word Veritas (Truth) on our school blazers in memory of St Thomas Aquinas. He lived a life of prayer and study which led him to the Dominican Order, whose motto is "Veritas" or "Truth". He sought truth wherever it could be found and burned with the desire to know the one truth, God, which gives meaning to all truths.

The Catholic Christian community at Cardinal Heenan endeavours to help pupils to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth. We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come.

This Anti-Bullying Policy is central to the mission statement and the aims and objectives of Cardinal Heenan Catholic High School.

## **1. Introduction**

- 1.1 This policy is underpinned by the Legal framework (Appendix 1) and the United Nations Convention on the Rights of the Child (*Appendix 2*), especially Article 19 which states that adults should make sure that,

*“...children are protected from all forms of violence, abuse, neglect and mistreatment...”*

- 1.2 It is a basic right of each pupil in this school to receive his/her education free from any form of aggression, fear, harassment or degradation.
- 1.3 We are committed to providing a safe environment for all our pupils, where bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.
- 1.4 The Senior Member of Staff responsible for this policy document is:

**Mr D. Mangan – Senior Assistant Head Teacher: Pastoral, Behaviour and Safeguarding.**

- 1.5 The Nominated Governor is

**Mr. S. Vickers**

## **2. Rationale**

- 2.1 Every member of the school community:
- is cherished as a unique individual
  - is entitled to feel valued and respected
  - is entitled to feel safe and secure
  - should be encouraged to express their thoughts, fears and concerns without embarrassment
  - has a right to be free from all forms of bullying and harassment
  - has a responsibility to work towards these aims by showing concern and respect for others.

### 3. What is Bullying?

3.1 Bullying is the use of aggression with the intention of hurting another person. There is an imbalance of power which makes it hard for those being bullied to defend themselves. Bullying has been defined as:

*"...persistent, deliberate, unprovoked, psychological harm by a more powerful child or young person or group, against a weaker child or group"*

Psychologist Journal, 1991 Smith Vol. 14(6)

3.2

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, 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> </ul>	Racial taunts, graffiti, gestures 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
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

3.3 Further examples of Bullying can be found in Appendix 4. Potential Signs and Symptoms of Bullying can be found in Appendix 5. Information regarding Internet Safety as it appears in the Pupil Planner can be found in Appendix 3.

#### **4. Objectives**

- To ensure that the school has a robust Anti-Bullying Policy, which is made known to all school stakeholders including pupils, staff, parents, carers and Governors. As bullying is a form of behaviour this is reflected and acknowledged in the school's behaviour policy.
- To ensure that procedures and statements within this policy and linked policies e.g. Behaviour and Equality Policies are regularly reviewed, evaluated and updated, ensuring that they are working effectively on a day to day basis.
- To ensure that the procedures within these Policies are carried out consistently. This means primarily dealing with all incidents swiftly, sensitively and confidentially, taking account of pupils' views on the process.
- To ensure that systems are in place for monitoring and reporting incidents of bullying and harassment, making use of the data to analyse patterns which then inform policy and practice
- To ensure that measures are in place within school to investigate incidents promptly and communicate effectively with parents and carers.
- To ensure that follow-up action takes place so that the confidence of victims is restored, and bullying does not reoccur.
- To report to Governors' Outcomes for Students Committee at least termly.
- To ensure clarity in terms of how we deal with bullying outside of school.
- To ensure that there is an annual Action Plan

## 5. Procedures

5.1 The following are the actions taken in most circumstances:

1	<b>ALL</b> incidents of bullying should be reported to a member of staff, who will report it immediately to the Head of Year/Assistant Head of Year, as soon as possible. A pupil also has the option of reporting an incident of bullying via the confidentiality box or Tell Tell Tell line, both of which are checked daily. Once an incident has been reported a thorough investigation will take place.
2	In <b>ALL</b> cases of bullying, the victim, the bully and witnesses should record the events in a written statement. If appropriate, an attempt will be made to reconcile the parties involved. Priority will be given to the use of restorative justice.
3	When an incident of bullying has been reported, the Head of Year/Assistant Head of Year will issue an Anti-Bullying Support Pack where appropriate ( <b>Appendix 6a</b> ). This contains an incident record sheet for the pupil to complete and for parents/carers to acknowledge. It also contains information and useful advice for pupils and parents/carers alike.
4	Parents/carers of both the victim and the bully will be kept informed by the Head of Year/Assistant Head of Year of developments and of any action that is taken. In some cases, this information will be communicated by the Senior Leadership Team.
5	Once a thorough investigation has taken place, a sanction will be applied to the bully in line with the school's Behaviour Policy.
6	Support will be offered to the victim (e.g. counselling, support from Tutor, Pastoral Team, other agencies)
7	A bully may be provided with help and assistance e.g. Catholic Care, anger management, counselling, behaviour contract, etc. in order to support them to recognise and change their behaviour. There are waiting lists for some of these services.
8	The Tutor/Head of Year/Assistant Head of Year will monitor the situation closely to ensure that an effective solution to the bullying has been found.
9	If the incidents continue, the parents/carers of both parties will be invited into school. They will meet with the appropriate staff which may include all or some of the following: Head of Year/Assistant Head of Year/Tutor/Safer Schools' Officer and sometimes the Assistant Head Teacher/Head Teacher to deal with the problem. Further appropriate support/sanctions will be used. A record of this meeting should be made in the relevant pupils' files.
10	Heads of Year/Assistant Head of Year will complete a <b>Bullying Incident Report Form (see Appendix 6b)</b> which will be kept in a central copy as a record of bullying incidents in a particular year. This will be maintained by the Pastoral Support Assistant.
11	Copies of the Bullying Incident Report Form and all relevant information (statements, Pupil Incident Record Sheet ( <b>see Appendix 6a</b> ) etc. will be placed in victims' and bullies' files.

## **6. Bullying which occurs outside school premises**

- 6.1 School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

***Taken from the Department of Education,  
Preventing and tackling Bullying,  
Advice for Head Teachers and Governing Bodies 2017***

- 6.2 Where possible the above procedures should be followed
- 6.3 Parents/carers must be informed and may be given advice/signposted if the police or other agencies need to be involved
- 6.4 The Safer Schools' Police Officer may be involved
- 6.5 It may not always be appropriate for the School to take action regarding specific incidents that happen on an evening, at weekends or during school holidays. This may be more appropriately dealt with by the police, other agencies, other Schools' staff, staff at other organisations, etc. The school can act to prevent this type of bullying continuing in school.
- 6.6 **All** disclosures of bullying will be listened to and taken seriously as a safeguarding issue.

## **7. Initiatives that prevent bullying**

- 7.1 We have a robust anti-bullying policy that runs alongside our Behaviour Policy and Safeguarding Child Protection Policy (linking in particular to section 7, 9, 15 and Appendix 1 relating to Emotional Harm).
- 7.2 We explain the schools anti-bullying procedures in a child friendly way. This includes assemblies, tutor time, PSHCE and informal conversations between school staff and students that are of a supportive and informative nature.
- 7.3 The PSHCE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- 7.4 Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- 7.5 Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language.
- 7.6 Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Black History Month and International Languages Day.
- 7.7 The school mission statement says we "help all to learn and grow, treating one another with respect and generosity" and "encouraging every individual to be the person that God calls us to be". Our mission statement is central in promoting an anti-bullying environment.
- 7.8 Positive relationships amongst all stakeholders including staff, pupils and parents are promoted and celebrated.



## **Appendix 1**

### **Legal framework**

#### ***Health and Safety at Work Act 1974; Management of Health and Safety at Work Regulations 1999***

There is a general duty of care where the employer must take reasonable measures to ensure the health, safety and welfare of its employees and others sharing the workplace. This duty includes a responsibility to safeguard mental health. Schools and employers who fail to protect staff and pupils from bullying could be in breach of the Act.

The Act and Regulations apply to anyone who may be affected by the way an employer conducts his or her business. Under the Regulations a risk assessment must be carried out on any reasonably foreseeable hazards and must result in appropriate, protective and preventative measures being implemented. The risk assessment must be written and its findings must be communicated to those it covers.

#### ***Public Order Act 1986***

This includes as offences those of causing harassment, alarm and distress. The 1994 Criminal Justice and Public Order Act created a new offence of intentionally causing harassment or distress on whatever grounds including racial, sexual or religious.

#### ***Protection from Harassment Act 1997***

This act made harassment both a civil tort and a criminal offence. The Act's principle aim was to deal with stalking but gives additional support to those subjected to racial or sexual harassment, or to harassment on the grounds of sexual orientation or disability. In the work context, the employer must be able to demonstrate that they took preventative measures to avoid harassment.

#### ***The Education and Inspections Act 2006***

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

#### ***Education Act 2011***

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. Liaison with the Safer Schools officer is advisable. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

***Article 19 of the United Nations Convention on the rights of the Child***

States that adults should make sure children are protected from abuse and violence.

***Human Rights Act 1998***

This came into force in October 2000. This gives UK courts the power to enforce the rights of the individual under the European Convention of Human Rights. Schools will need to be able to show that incidents of bullying were monitored, and action was taken in line with the policy.

***The Equality Act 2010***

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate 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.

Schools are required to comply with the Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales, the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

**Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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.

If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

***Taken from the Department of Education,  
Preventing and tackling Bullying,  
Advice for Head Teachers and Governing Bodies 2017***

## **Appendix 2**

### **A summary of significant articles from the United Nations Convention on the Rights of the Child**

#### ***Article 1***

(definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

#### ***Article 2***

(without discrimination)

The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

#### ***Article 3***

(best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

#### ***Article 6***

(survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

#### ***Article 12***

(respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

#### ***Article 13***

(freedom of expression)

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

#### ***Article 16***

(right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life.

#### ***Article 19***

**(protection from all forms of violence)**

**Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.**

#### ***Article 28***

(right to education)

Every child has the right to an education. Primary education must

be free. Secondary education must be available to every child.  
Discipline in schools must respect children's human dignity.  
Wealthy countries must help poorer countries achieve this.

**Article 29**

(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31**

(leisure, play and culture)

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

**Article 36**

(other forms of exploitation)

Governments must protect children from all other forms of exploitation that might harm them.

**Article 42**

(knowledge of rights)

Governments must make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children get all their rights, including:

**Article 45**

UNICEF can provide expert advice and assistance on children's rights.

## **Appendix 3**

### **Internet Safety (as it appears in Pupil Planner)**

#### **Internet Safety**

We will make sure that all our students and staff understand the issues and risks associated with the internet. We do this through our acceptable use and e-safety policies and our continuous checking and monitoring of all ICT and internet activity during the school day and out of hours.

#### **Important things to remember:**

- **Be aware of online bullying.** Nobody has the right to do this to you. Please report any incidence of this to staff or to your parents.
- **Beware of Grooming.** This is when people use the internet to find out personal information about you with the intention of meeting you. Never arrange to meet anybody without telling your parents or teachers first. Never give your phone number, your name or your address to anybody you have only met online.
- **Beware of the information you upload.** Don't take, send or receive personally intimate images or allow anybody to take pictures of this nature of you. They could be uploaded and seen or used by other people. This would be very upsetting for you. You could also be breaking the law as you could be guilty of sending images or information that is personal and inappropriate.
- **Take sensible precautions with your computer passwords and with your phone.** Make sure people can't access your personal information by having the proper privacy settings and by putting a password on your phone.
- **Finally,** remember that once you post images or comments online, it is difficult to remove them and often impossible. Future employers regularly check the internet and social media sites for information. If you have posted images or made comments that you regret, this could affect your chances of future education or employment. You also run the risk of breaking the law if you say anything online that upsets or bullies' other people. This includes making comments about race, physical appearance or sexuality.

**The internet is a wonderful tool for your education.  
Use it safely and sensibly.  
More information can be found on our school website.**

## **Bullying (as it appears in Pupil Planner)**

# **Bullying**

Don't Suffer in Silence Tell! Tell! Tell!

### **Our beliefs**

- School should be a place where all students feel happy, safe, confident and respected.
- Every student has the right to learn without being harassed or bullied.
- Bullying has no place at Cardinal Heenan. Any form of bullying is unacceptable and is dealt with seriously.

### **What is bullying?**

- Deliberately trying to upset or make fun of someone.
- Name-calling, making insulting, racist or sexist remarks. This includes cyber bullying.
- Spreading rumours about someone.
- Trying to exclude someone from a group of friends.
- Threatening someone.
- Physical abuse and violence.

### **What to do if you are being bullied**

- Tell a member of staff in school. Get help.
- Tell your parents. Never suffer in silence.
- Talk to your friends about it.
- Write a note and put it in one of the confidentiality boxes.
- **Send a text to our Tell! Tell! Tell! Line: 07860 030 489**  
The text will remain anonymous.

### **What will staff do if you are being bullied?**

- Support you
- Listen carefully and with sympathy
- Take the problem seriously
- Investigate all incidents
- Work with you to help resolve the issue

### **Everyone should help victims of bullying**

- Students should always tell staff if they see bullying or are victims of bullying.
- Parents should contact the school immediately if they suspect that a child is being bullied.

## **Appendix 4**

### **Examples of various types of Bullying**

#### **Emotional**

Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), constant criticism, obscene gestures, graffiti (books, desks, planner, school bags etc.), vandalism of property or school work, repeated unfounded complaints, distorting and misrepresenting actions, threats of physical violence

#### **Physical**

Pushing, kicking, hitting, punching, pinching or any use of violence or unprovoked physical assault

#### **Verbal**

Name-calling, sarcasm, spreading rumours, insults, taunts, offensive language, criticism, repeated unfounded complaints, distorting and misrepresenting actions

#### **Cyber**

This can occur at any time of day, in or outside school, with much larger audiences. It may include insults, taunts, threats, name-calling, inappropriate language or comments towards an individual or their family, using any technological hardware/electronic device (computer, laptop, tablet, mobile phone, etc.). This might be in the form of email, text messages, photographs, video footage, comments via social network sites, apps or gaming sites etc.

#### **Prejudiced based**

Bullying behaviour which may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including homophobic bullying, trans bullying, gender bullying, SEND bullying. It may take many forms including: racial slurs or taunts, graffiti, inappropriate or obscene gestures; inappropriate comments, language or words; unwanted physical contact or sexually abusive comment; showing and/or distribution of inappropriate images/material (books, magazines, photos, images obtained via internet etc.); any of the types of bullying mentioned in Appendix 4 relating to race, religion, gender or sexual orientation.

## **Appendix 5**

### **Some Potential Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- experiences a deterioration in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money, loses money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- returns home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use access the internet or use electronic devices – computer, tablet or mobile phone
- is nervous and “jumpy” when a text/email/social media message is received

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



Appendix 6a



**CARDINAL HEENAN**

*CATHOLIC HIGH SCHOOL*

# **Anti-Bullying Support Pack**

**Tell, Tell, Tell!**

**Stay Safe &  
Healthy in School**

# Information for Pupils

**If you are being bullied tell someone.**

There are lots of types of bullying and it may involve one person or a group of people. Some examples of what a bully or group of bullies may do are:

- Call you names
- Use inappropriate language which could be related to race, religion, gender, gender identity or your sexual orientation
- Make things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Take things away from you
- Damage your belongings
- Steal your money
- Take your friends away from you
- Spread rumours or lies
- Threaten or try to intimidate you
- Make silent or abusive phone calls
- Send you offensive or upsetting messages or images via text, the internet social media, apps or gaming sites (CYBER BULLYING)

**If you are experiencing any of these types of bullying or any other types of bullying by anyone you MUST tell an adult you trust. Take a friend with you if it helps.**

# Tell, Tell, Tell!

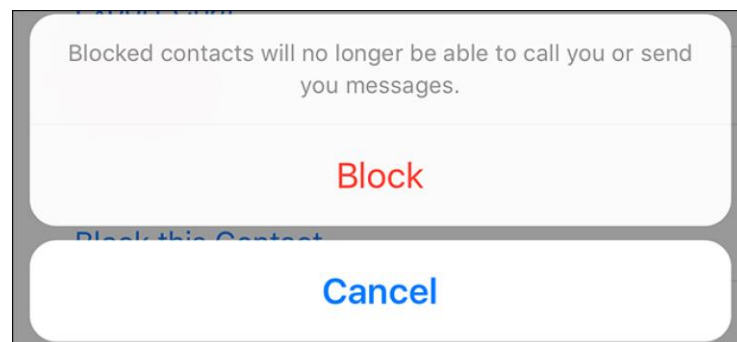
## Here are a few tips

### Name calling and nasty comments

- Do not let the bully see you are upset, stand tall and say “whatever” or “stop” and walk away.
- Do not get into an argument or retaliate with nasty comments.
- Do not hit the name caller; you will end up in a fight. Hitting someone is an assault.
- Write all the details down as soon as you can and **TELL** an adult you trust

### Silent phone calls/abusive text/social media messages

- Do not say your name and do not speak to the caller. For mobiles just hang up and for landlines put your phone down and walk away and return after a few minutes to end the call. Always **TELL** someone each time it happens and keep a record.
- If you do not recognise a number – let your voicemail answer. Do not give out your name on your voicemail message.
- Keep all abusive texts or any social media messages – if temporary take a screen shot. You must show them to your parents/carers/a member of school staff.
- There are ways to block unwanted contacts and messages and your parents/carers or school can help you with this



## Cyber Bullying

Remember to follow the internet safety guidance in your school planner to...

### ...Stay Safe

- **Save the evidence** – where possible keep evidence e.g. save any abusive messages/images or take a screenshot then report this to a trusted adult, such as a parent, carer, teacher, tutor, Head of Year/Assistant Head of Year or any member of the Pastoral team. If you do not report such incidents the cyber bully may not stop and could become more aggressive or hurtful.
- **Report** – any threats of harm and inappropriate sexual messages. Your parent/carer can report such incidents to the police. In many cases, the cyber bully's actions can be prosecuted by law.
- **Be determined!** Unfortunately, cyber bullies may be determined to continue with a sustained attack on you over time. You may have to be just as determined to stop this bullying and **keep reporting** every incident until it stops. There is no reason for you to ever put up with cyber bullying.
- **Preventing communication-** you can block the bully's communications via social media, email and mobile phone. Your parent/carer can report their activities to the internet service provider (ISP) or social media web sites used to target you.



**If you are being bullied, remember DO NOT BLAME YOURSELF - GET HELP!**

**Tell, Tell, Tell!**

# Information for Parents/Carers

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, gender identity or sexual orientation. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical; teachers and schools must make their own judgements about each specific case.

## Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Like any other type of bullying this is unacceptable and must be tackled as soon as possible. It is important to report it and save any evidence.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please see the resources section at the back of this booklet.

# Here are a few tips

It is very important to listen to your child's worries and complaints.

- Stay calm
- Try to control your emotions and do not transmit anger or shock
- Calmly talk with your child about his/her experience
- Reassure your child and explain that he/she has done the right thing by telling you about the bullying
- Praise your child for having the courage to speak up
- Make a note of what your child says, particularly names or descriptions of those involved; how often the bullying has occurred; where it happened and what happened.
- Explain to your child that should any further incidents occur he/she must report them to a member of staff in school immediately.
- **CONTACT SCHOOL AS SOON AS POSSIBLE** and explain the problems your child is experiencing. If the school does not know there is a problem staff cannot help.

The school will take your complaint seriously and will launch an investigation. This will usually involve talking to your child and interviewing the people involved. This will take a few days and the school will contact you again to give you an update.

## **Incident Logging Sheet (see example back page)**

Your child should keep this sheet on them at school (loose sheets provided and replacements available from Assistant Head of Year and Heads of Year. If an incident occurs, they must bring it to their Head of Year or Assistant Head of Year as soon as possible. They will sign the form to show they are aware of the incident. They will photocopy it and begin their investigation. Your child should bring the form home to be signed by parents/carers so they are also aware of any issues.

Please DO NOT encourage your child to fight or hit the person/people involved or engage with them via the internet or social media. Please see list of helpful organisations provided for further support and information. Also provided is an example of our **Bullying Incident Logging Sheet for pupils**.

# Helpful Organisations



[www.childline.org.uk](http://www.childline.org.uk)



[www.nspcc.org.uk](http://www.nspcc.org.uk)



[www.bullying.co.uk](http://www.bullying.co.uk)



[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)



[www.youngminds.org.uk](http://www.youngminds.org.uk)



[www.stonewall.org.uk](http://www.stonewall.org.uk)



[www.barnardos.org.uk](http://www.barnardos.org.uk)

### BULLYING INCIDENT LOGGING SHEET FOR PUPILS

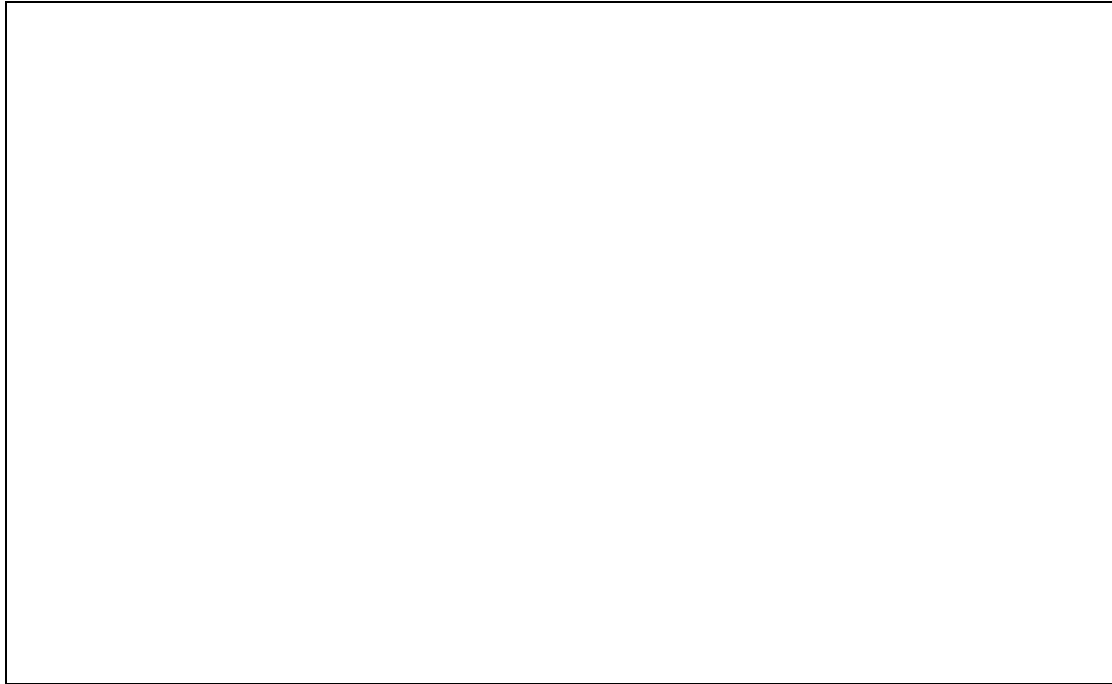
<b>Name:</b>	<b>Tutor Group:</b>	<b>Date record started:</b>
--------------	---------------------	-----------------------------

<b>Date of Incident</b>	<b>Date reported to HOY/AHOY</b>	<b>Details – Be as specific as possible. Think Who? What? Why? When? Where?</b>	<b>Parent/ Carer</b>



### **Map of a Problem Location**

You may wish to show an area where bullying takes place e.g. in the classroom or the playground



### **Notes**



*Thanks to the Cardinal Heenan Catholic High School pupils who made contributions, suggestions and approved this document.*

**We always appreciate feedback**

**If you have found this information helpful or you have any suggestions about how to improve this pack please email: [info@cardinalheenan.com](mailto:info@cardinalheenan.com)**



CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL

## Appendix 6(b)

### BULLYING INCIDENT REPORT FORM

<b>Pupil (being bullied)</b>		<b>Tutor Group</b>	
------------------------------	--	--------------------	--

<b>Reported by</b>		<b>Date</b>	
--------------------	--	-------------	--

<b>Other Pupils Involved:</b>	
<b>Details of incident:</b>	
<b>Investigated by:</b>	

Statements Taken

Restorative work

Parents/Carers Contacted (always)

Anti-Bullying Pack Given

Detention/Isolation/Exclusion

Safer Schools Police Officer

Review Date

<b>Additional Details:</b>	
----------------------------	--

<b>Signature:</b>	
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## Appendix 7

# Tell Tell Tell!

We're here  
to help



Stay Safe &  
Healthy in School

- ◆ Feeling ill or injured?
- ◆ Are you or a friend being harmed, abused or hurt in any way?
- ◆ Are you or a friend being bullied?
- ◆ Feeling stressed or anxious?
- ◆ Unhappy with a feature in school that may impact on your health or safety e.g. No soap in toilets?
- ◆ Embarrassing bodies? Please do not worry about embarrassing problems you feel are difficult to talk about...

## Tell, Tell, Tell!

**TELL** – a member of staff e.g. Tutor, Assistant Head of Year, Head of Year

**TELL** – by writing a note and put it in the confidentiality box outside the pastoral office

**TELL** – by sending a text to our Tell! Tell! Tell!

Line 07860 030 489 text will remain anonymous

## Appendix 8

# Helpful Organisations



[www.childline.org.uk](http://www.childline.org.uk)



[www.nspcc.org.uk](http://www.nspcc.org.uk)



[www.bullying.co.uk](http://www.bullying.co.uk)



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[www.barnardos.org.uk](http://www.barnardos.org.uk)