

Anti-Harassment and Anti-Bullying Policy for



All Hallows Catholic School

Document Control

Date	Version	Changes	Senior Leadership Team Approval	Governing Board Approval
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20 Jan 20	V1.0	LR Reviewed & Updated Policy		L. Reynolds
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Review Schedule:

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Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

1. Key Personnel

Designated Safeguarding Leads (DSL(s) are: dsl@allhallows.net
Mr David Hurley - d.hurley@allhallows.net, Tel: 01252 319211

Deputy DSL(s) are:

Head of Lower School : Mr Rob Antrobus - r.antrobus@allhallows.net

Head of Upper School : Miss Vikki Milnes - v.milnes@allhallows.net

Head of College : Mrs Melody Esho - m.esho@allhallows.net

Inclusion & Home School Link Officer : Mrs Paula Hart - p.hart@allhallows.net

Lay Chaplain : Mrs Teresa Fanshawe - t.fanshawe@allhallows.net

Sixth Form : Mr Chris Rees - c.rees@allhallows.net

Nominated Safeguarding Link Governor : Mrs Helen Stephenson - h.stephenson@governors.allhallows.net

Headteacher : Mr Mark Baines - m.baines@allhallows.net

Chair of Governors : Mr Ian Anderson - i.anderson@governors.allhallows.net

2. Policy Statement

All Hallows Catholic School Communities' mission is to travel together on a journey in the spirit of the Gospel. All members of our community are created "in the image and likeness of God" and so deserve and should receive equal love, justice, respect and opportunities for growth and fulfilment.

Anti-social behaviour affects the whole school and our wider community. We believe in building an inclusive environment encouraging diversity of backgrounds, experiences and ideas to help us make the greatest impact on our students and community. We believe that our students have the right to learn and staff have the right to work in a supportive, caring and safe environment, free from humiliation, oppression and abuse.

Harassment and bullying affect everyone, not just the bullies and the victims, it also impacts those witnessing it and those managing the situations. Bullying should not be an inevitable part of school life or a necessary part of growing up, it is however clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are widespread in our society. We believe that no one person or group, whether staff or students should have to accept this type of behaviour. All Hallows Catholic School believes that all forms of harassment and bullying are unacceptable as they are inconsistent with the School's overall aims.

3. Policy Aim

Within this policy we will detail what the school defines as Anti-Social Behaviour and what procedures are in place for supporting and dealing with situations when they arise.

Education is a compulsory experience and it is therefore, we believe, the responsibility of all to ensure that it takes place in a Christian atmosphere, within the policy we will detail the expectations of all parties and the process for dealing with, supporting and managing situations that arise.

4. Policy Definition

What is Harassment?

There is no single and universal definition of harassment and therefore at All Hallows our goal is to provide an environment that is welcoming for all individuals which exceeds the expectation.



At All Hallows we define harassment as any unwelcome, offensive conduct sufficiently severe or persistent to create an environment reasonably viewed as hostile, intimidating, offensive or abusive including but not limited to:

- Visual Conduct – making gestures or displaying derogatory or offensive materials or objects based on a protected characteristic, including sharing on social media;
- Verbal Conduct (direct or indirect) - making or using threats, nicknames, slurs, derogatory comments (e.g. name-calling, sarcasm, spreading rumours, persistent teasing), offensive jokes or interfering with a students or staff members ability to do their work;
- Physical Conduct – assaulting (e.g. pushing, kicking, hitting, spitting), blocking movement or tampering with an individual's work or personal property; and
- Disclosing someone's sexual orientations, gender identity or transgender status without consent.

What is Bullying?

Bullying in All Hallows is unacceptable and it is defined as sufficiently severe or persistent offensive conduct that targets individual(s) and threatens, humiliates, intimidates or interferes with work. This includes but is not limited to the following:

- Shouting at or swearing at an individual or individuals;
- Using profanity or tone and language that could be reasonably interpreted to demean, humiliate, intimidate or threaten;
- Side-lining, ignoring, marginalizing, dismissing as unimportant or irrelevant people, ideas, work, performance or contributions for reasons other than their merit;
- Making negative comments or jokes based on a personal characteristic, such as their appearance or any of the protected characteristics*;
- Using social media for any of the above, also called 'On-Line Bullying'

** Under the Equality Act, there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.*

What is not Bullying?

- A staff member respectfully and professionally providing feedback or expressing dissatisfaction or disappointment with work; and
- A teacher or manager providing a negative or unwelcome performance assessment where warranted by the student or staff members performance or conduct.

Whilst some conduct in isolation, such as interrupting or disagreeing with a student or teacher or raising voices while conversing, might not be respectful and/or consistent with All Hallows values, it does not necessarily constitute bullying.

5. Policy Detail

Every member of the All Hallows' community has a part to play to ensure that harassment and bullying don't have a place in our environment. Below we detail the structure for the identification, investigation and management of all forms and severity of incidents. These processes will be applied in full or part depending on the incident as deemed appropriate.

Classification of Severity of Incident

- Minor Incident – One off or first incident not involving physical harm and has not caused major distress to the victim.
- Medium Incident – Repetitive incident involving the same person (perpetrator or victim) not involving physical harm and has not caused major distress to the victim.

- Major Incident – Repetitive incidents involving the same person (perpetrator or victim), or one off or first incident that does not include any physical harm and has caused major distress to the victim.
- Severe incident - Repetitive incident involving physical harm or causing major distress to the victim or one off or first incident that includes any physical harm and has caused major distress to the victim.

Creating safe environment

At All Hallows' School, we will work to prevent incidents by;

- a) organising the community to minimise opportunities for bullying, e.g. provide supervision during non-teaching times;
- b) using all opportunities to discuss harassment and bullying and the appropriate way to behave towards each other e.g. in assemblies, tutorials, the PSHE programme;
- c) dealing quickly, firmly and fairly with any incidents, involving parents where necessary and as appropriate;
- d) continuing to have a firm but fair discipline structure;
- e) training our mentors to be a support to and a link for any students who may approach them with concerns of harassment or bullying;
- f) encouraging an open-door ethos so that students feel there are many different people in the school that they can bring bullying issues to e.g. Tutor, Head of Subject, Head of Year or Head of Key Stage;
- g) encouraging our whole community to treat everyone with respect as per our Behaviour Policy;
- h) treating harassment and bullying incidents as a serious offence and take every possible action to eradicate it from our school.

Reporting of incidents

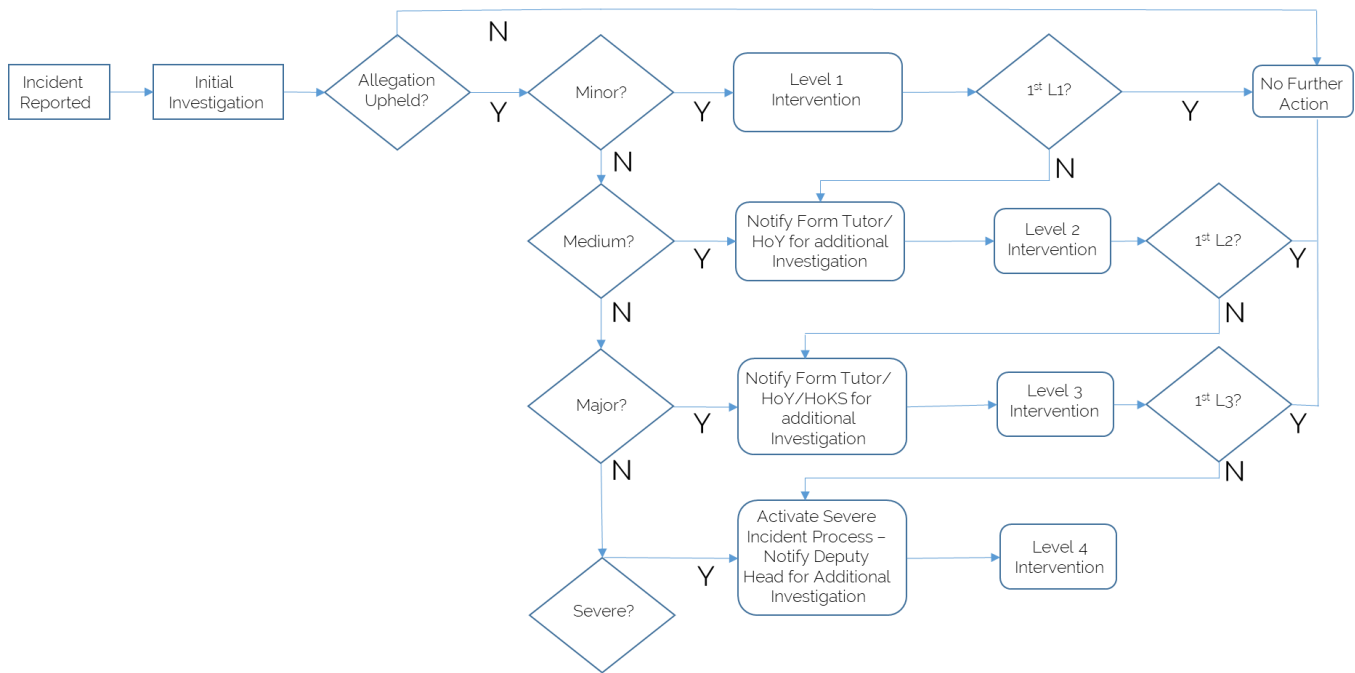
If anyone within the school has either witnessed or suspects harassment or bullying has taken place, they should report it.

- a) Students – should report it to either their class or form tutor or to Safeguarding staff members.
- b) Teachers – should report it to their Head of Subject or Year or to Safeguarding staff members.
- c) Other members of staff – should report it to their line manager or Safeguarding staff members.



Action to be taken when bullying or harassment is reported.

Process Flow:



Process Flow Document PPL.003.Flow

The Initial Investigation will be carried out by a member of the Pastoral team, or if appropriate by the person the incident has been reported to, who will be deemed the investigator. If the person the incident is reported to is not appropriate to complete the initial investigation a member of staff will be assigned by the Safeguarding Team. The Initial Investigation should happen ideally at the time of reporting or as soon after as is practically possible. All further investigations will be carried out by the point of escalation and owned by them until resolved or escalated to the next level.

In all circumstances both the report and statements collected will be recorded by the Investigator on CPOMS, with the documents uploaded as files.

Throughout the process those being interviewed have the right to be accompanied by a peer or suitable adult.

Where a report of harassment or bullying has been upheld, we will activate an intervention for both the victim(s) and perpetrator(s). Interventions may consist of help, sanctions, and support as is appropriate.

We support the victim(s) in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- informing the victim's parents/carers for all incidents;
- by offering continuing pastoral support when they feel they need it;
- by arranging for them to be escorted to and from the school premises, if necessary;

We support the perpetrator(s) in the following ways:

- by talking about what happened, to discover why they became involved;
- informing their parents/carers for all incidents;
- by continuing to work with them in order to get rid of their prejudiced attitudes as far as possible;



Level 1 Intervention:

- Parents/carers of all parties will be informed
- The perpetrator(s) will be warned officially to stop offending.
- A restorative conversation will be held between victim and perpetrator, if appropriate.

Level 2 Intervention:

- Parents/carers of all parties will be informed
- A restorative conversation will be held between victim and perpetrator, if appropriate.
- A sanction will be given to the perpetrator(s) as appropriate that is proportionate to the behaviour

Level 3 Intervention:

- Parents of all parties will attend a meeting with All Hallows staff
- A reduction of social time may be implemented for the perpetrator(s)
- The perpetrator(s) will be internally excluded for a fixed period
- A restorative conversation will be held between victim and perpetrator, if appropriate.
- Pastoral support initiated for **all parties** involved
- Timetables of those involved will be reviewed

Level 4 Intervention:

- The perpetrator(s) will be excluded for a fixed period
- Parents of all parties will attend a meeting with All Hallows staff
- Timetables of those involved will be reviewed
- External agencies will be informed, if appropriate
- A restorative conversation will be held between victim and perpetrator, if appropriate.
- Pastoral support Initiated for **all parties** involved
- We may impose arrangements on the arrival and the departure from the school site, on the perpetrator(s)
- **Permanent exclusion will be considered if:**
 - There is evidence of repeated and targeted, verbal, physical, emotional or cyber bullying incidents, directed towards one person or a specific group of individuals
 - Where interventions such as restorative practices and pastoral support have been tried and the behaviour has not ceased

As a school it is our responsibility to report bullying incidents to the:

- **Local authority (LA)'s children's social care team** (and if appropriate the police) if you think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm"
- **Police** if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the school premises)

6. Linked Documents

- School Behaviour Policy



Information for pupils

What can you do if you are being bullied?

Remember that your silence is the bully's weapon.

- a) Tell yourself that you do not deserve to be bullied and that it is WRONG!
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive – shout "No!" Walk confidently away. Go straight to a teacher or member of staff, prefect or peer mentor or put a note in one of the 'confidential boxes'.
- f) Retaliation usually makes things worse. Talk to a teacher or parent/guardian instead of retaliating.
- g) Generally, it is best to tell your family or any adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you. If you know someone is being bullied:

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult or your reliable friend IMMEDIATELY or use the button on SharePoint. Teachers have ways of dealing with the bully without getting you involved.
- c) Do not be, or pretend to be, friends with the bully.

Parents' Advice

As a Parent:

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, not complete work to their normal standard or begin to underachieve;
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.;
- c) If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow;
- d) It is important that you advise your child not to retaliate. It can make matters worse!
- e) Tell your child there is nothing wrong with them. It is not his or her fault that they are being bullied;
- f) Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help;
- g) If your child experiences bullying via mobile phone (voicemail, text, etc.) or the internet (e.g. emails, instant messaging, etc.) take immediate steps to block the individual(s) responsible, copy/record the messages and **inform the police**.

