



Bishop Milner Catholic College

“I give you a new commandment;
Love one another as I have loved you” John 13:33

Anti-Bullying Policy

To be reviewed: April 2025

Bullying - definition.

Bullying at Bishop Milner College is defined as the repetitive, intentional hurting (physically, verbally or virtually) of one person or group by another person or group. Bullying is **on purpose and more than once**.

Bullying can be:

- Emotional: purposely causing others to feel uncomfortable or unwelcome
- Physical (including sexual): unwanted or aggressive contact
- Verbal (including sexual): name calling of any kind, spiteful, hurtful or offensive comments
Indirect: spreading malicious rumours and/or jokes, behaviour that excludes others, or turning a blind-eye to unacceptable behaviour by not telling an adult
- Extortion: taking personal belongings without consent such as, money or food.
- Cyber: defined as bullying via electronic means, which is designed to upset others. This could be via the internet, phone, laptop, computer, tablet or online gaming.

Please note, the College will act, where necessary, on the balance of probability. There may be criminal laws that apply to serious cases of bullying. If staff feel that a criminal offence may have been committed, they will seek assistance from the police.

What bullying isn't

It is important our students are aware of the distinction between anti-social behaviour, in comparison to bullying. Any such behaviour is never accepted at Bishop Milner and will be dealt with by the appropriate Head of Year/member of SLT. The tutor programme and curriculum addresses such behaviour by building self-resilience and empathy in all our learners.

When someone says or does something unintentionally hurtful and they do it once
- That's rude or thoughtless.

When someone says or does something intentionally hurtful and they do it once
- That's cruel or unkind.

When someone says or does something intentionally hurtful and they keep doing it, even when you tell them to stop or show them you're upset - That's bullying.

Vision:

A College community where the anti-bullying message is alive not only in expectation but also in practice: illustrated in the words and actions of all learners across all age groups. Our College proclaims that all members are of worth and value. No action or word that demeans another or takes away their basic human dignity is acceptable. Each and every one of us is made in the image of God and should know that we are loved by Him and are, as a result, of His love of value and worth.

The key point of the College's vision is to successfully create a College climate where there is a strict zero tolerance to bullying; every member of the College community- teachers, students, parents and carers- have a role to fulfil and a responsibility to carry out- "it is right to tell". This must be and always should be the norm. This policy is available on the College website. It should be read in conjunction with the following policies:

Behaviour Policy
Child Safeguarding
College Code of Behaviour
Equality
Special Educational Needs (SEN)
Searching, screening and confiscation guidance July 2022 and
the Sexual violence and harassment between children March
2018.

Anti-bullying pledge in Student planners:

This vision on bullying is reflected in the Anti-Bullying Pledge, which all members of the College community sign in agreement. This is produced in the student planners, which is a constant reminder of the College's stance. Additionally, in the College planners, there is further information on bullying and how to report such incidents of unacceptable behaviour.

Prevention of Bullying

This vision on bullying is reflected in the specific Anti-Bullying work undertaken by the College, particularly in the Autumn Term. Alongside the signing of the student pledge in planners, various activities take place at that time. These include external speakers/performers that attempt to help, advise and get a clear message across to the students in an engaging, age-related manner.

Training is often undertaken at this time for the "Big Brother/Big Sister" Project to support younger learners. This often involves KS5 students, who following the relevant training, evolve into key people for younger students. This is a student driven idea, that evolved from the Able project in College. Key small group, age and gender appropriate workshops are now undertaken to discuss the actual cause of bullying (social media, peer pressure etc) and a college staff/student performance is also often undertaken at this time to make the whole college think about respect of others. These activities all link with the other College themes throughout the Year, such as Black History Month cultural awareness, individual differences and LGBT work. Activities are also undertaken by Form Tutors, PD sessions and anti-bullying issues discussed via Year Council Rep meetings, encompassing student ideas.

Our Anti-bullying stance is also linked to the principles of Catholic Social Teaching which underpins all the work we do and focuses heavily on **the dignity of the human person and rights and responsibilities**. Our curriculums will teach children to respect difference and value diversity. Bishop Milner is constantly committed to seeking new and appropriate ways of promoting the anti-bullying message and, as such, will adapt initiatives, roles and responsibilities accordingly.

The anti-bullying message is alive not only in expectation but also in practice; there is a zero tolerance to bullying where every member of the college community- teachers, students and parents- have a role to fulfil and a responsibility to carry out- "it is right to tell." This must be and always should be the norm.

Reasons for bullying:

Race, religion or culture

Gender. Sexual orientation, Misogyny

Disabilities of any kind

Special educational needs including neurodivergence

Physical/personal appearance

Any other perceived difference

Effects of bullying:

Bullying can happen to all children and young people, which can affect their social, mental and emotional health. It can have a serious and lasting impact on a student's life; often affecting their confidence and self-esteem, making them feel at fault or isolated. In some individual circumstances, it can lead to prolonged damage of a detrimental impact on a student's mental health. Bullying can impact on its victims' attendance and attainment at school, as well as their social life and interactions with others. It is acknowledged that those bullying others have reasons for their behaviour. Those who bully rely on students not telling, and those who don't tell, are protecting them. Therefore, if this is the norm, it can be detrimental to them as well as their victims. All students should have the opportunity to be helped to understand what acceptable behaviour is.

Cyber-bullying:

Matters relating to cyber-bullying are incorporated within the College's Acceptable Use Policy, e-Safety education delivered through the curriculum, awareness raised through the tutor programme and assemblies, as well as advice correspondence to parents and carers. The College recognises cyber-bullying happens outside of College hours, which can, at times, restrict College intervention. In such situations where difficulties arise at home and/or on personal networks, parents and carers are advised to immediately contact other agencies such as, service provider and/or police. However, in such circumstances when online activity outside of school hours could impact on College life, pastoral staff will follow procedures at the discretion and judgement of the College, in line with relevant policies, and provide support where possible.

Please be reminded that it is the responsibility of the parent/carer to monitor and manage their child's interactions on social media and ensure its safe use. We will always seek to educate our young people about internet safety and always support families if and when difficult situations arise. However, the college cannot control what happens at home.

Anti-bullying procedure and outcomes:

Stage One: in line with the College's Behaviour Policy.

Problem- unsatisfactory behaviour or not meeting expected standards. Possible actions listed in the College's Behaviour Policy.

Stage Two: stage one continues in line with the College's Behaviour Policy.

Problem- stage one continues. Possible actions listed in the College's Behaviour Policy. The student being bullied/and doing the bullying will be directed through the stages. The student will be warned regarding their behaviour and advised that should it continue: this will be deemed bullying. Parental contact will be made. This will be recorded on the student's file as a warning.

Stage Three: in line with the College's Behaviour Policy.

Problem- stage two continues. Possible actions listed in the College's Behaviour Policy. Parental contact will be made to discuss the account of events. Notification letter sent home to emphasise the seriousness of this stage; this is deemed bullying. Additionally, the student doing the bullying will undertake a programme of reflection. It will be made clear why the behaviour was inappropriate and deemed bullying. This will be recorded on the student's file.

Stage Four: in line with the College's Behaviour Policy.

Problem- refusal to improve attitude or behaviour and/or stage three continues. Possible actions listed in the College's Behaviour Policy. Account of events, along with records will be handed to the Senior Leadership Team.

It is important students are faith-filled in their belief in the College procedure and hopeful this issue will stop.

Should you feel the issue is not resolved, at this point, please refer to our complaint's procedure accessible via our College website.

Methods to report Bullying

Every member of the College community- teachers, students, parents and carers- have a role to fulfil and a responsibility to carry out- "it is right to tell". This must be and always should be the norm. The College encourages students to be 'up standers' across our community; not bystanders to behaviour they know is wrong.

Students must report such behaviour by either of the following methods:

- Speak to teacher, member of non-teaching staff, tutor and Head of Year.
- Speak to parents and carers
- Confidential email to the HOY or form tutor or trusted member of staff
- Incident Form
- Student Voice box in reception

It's important to note, such facilities can be used by students who are bullied, or have concerns relating to other students and their behaviour.

Support for children who are bullied:

If a student has been bullied the priority is help them feel safe. School staff must ensure that at all times the student's needs are paramount. The student complaining about bullying should be central to decision making about next steps. If it is needed the student must be allowed time to discuss what

has happened. The parent must also be involved and reassured that the matter is being dealt with effectively and that their child is safe.

There are now a wide range of strategies which can be offered to the child being bullied. These include:

- Talking with parents
- Speaking to the other child/children
- Provision of safe area/ adult to report to
- Restorative approaches – meetings
- Provision of peer mentor
- Head of Year involved
- Bully spoken to by teacher
- Bully isolated
- Class and set moves where appropriate
- Briefings and updates for staff
- Time Out
- Staff mentor
- Sanctions for the bully – evidence must be clear
- Behaviour Contracts
- Risk Assessments
- RAMPS (Reducing Anxiety Management Plan)
- Educational interventions on self-esteem and anxiety
- Counselling referrals where appropriate

When receiving information of bullying problems staff must act in a sympathetic manner and find out as much detail as possible.

Agreed packages of support can be written up and reviewed between the student, parent/carer and school staff. This provides confidence and clarity to the support being provided.

Interventions should:

- Avoid humiliating the student who has been bullied or further enforce their feelings of powerlessness
- Consult the student who has been bullied in the planning of the intervention strategy.
- Take steps that do not escalate the bullying
- Work to develop resilience and confidence for the student
- Avoid disruption to the student's daily routine and education
- Encourage the student who has been bullied to report any further incidents

Safeguarding policies may come into force in some rare cases where serious risk is identified. In such situations the Safeguarding Team must be informed and relevant partner agencies involved.

Support for children displaying bullying behaviour

If a student has displayed bullying behaviour they need to recognise that their behaviour has been wrong and the reasons why. It must be clearly stated to them that Bishop Milner Catholic College will not tolerate this behaviour and the consequences for them. Consequences should reflect the severity and persistence of the bullying and in line with the schools' behaviour policy.

Personal targets for the student who has displayed bullying behaviour may be included within a behaviour programme for the student. Targets will be supported by the Pastoral team.

When appropriate, restorative approaches can be included and can involve the undertaking of peer mentoring responsibilities. Educational interventions supporting emotional will also be applied. Assessments relating to SEMH/SCLN can also be applied.

Pastoral staff should provide information and advice to the student who has displayed bullying behaviour and monitor their progress and behaviour. Improvement and positive behaviour should be acknowledged and rewarded as appropriate.

Discipline Procedures

Children who have displayed bullying behaviour must be helped to understand in that they have done wrong and there will be consequences for their behaviour. If the problems persist the behaviour policy will be followed in issuing internal exclusions or fixed term exclusions as appropriate. In rare, very persistent and extreme cases permanent exclusion may be necessary. Each case of reported bullying must be considered in its own context and discipline procedures administered appropriately. Parents/carers must be informed of their child's involvement in known incidents of bullying.

Role of parents and carers:

What to look out for:

Students who are being bullied may show changes in behaviour such as, becoming shy, anxious or nervous, simulating illness and taking unusual absences. There may be changes in attitude to learning such as concentration and focus. Please report any concerns immediately

Via telephone asking for their Tutor or Head of Year or via email info@bmilner.dudley.sch.uk with the subject 'Bullying Concern'

Always approach the college with a view to tackling bullying concerns before escalating your concerns.

The parent/carer of a student displaying bullying behaviour must be contacted by school staff and, if necessary, invited into the school to discuss the behaviour shown by their child. It is also essential that the parent/carer of the student doesn't feel isolated and that they are also getting support in ensuring that the behaviour is not repeated. Parents/carers must be informed of any bullying issues and informed of any interventions.

Parents and carers also have a responsibility to support the college in their efforts to make proportionate and pro-active responses to issues between peers. This includes understanding that:

- One-off instances of unkindness do not necessarily constitute bullying.
- Blaming the college or its staff if another child is unkind your child is not helpful.
- We are educators working to shape and form young people. We are not the police or courts of law.
- Calling into college and asking to speak to the appropriate staff member about any concerns you have is more productive than sending long emails.
- Although we teach, advise and support, college staff do not have the capacity to monitor the use of technology in the home: parents do.
- The safety of our children is always our biggest priority.

Role of staff:

Reassure and support the student who reports this behaviour. Advise them you are required to pass on the details to the pastoral team. Staff must promote and reinforce the notions that IT IS SAFE TO TELL and IT IS EASY TO TELL because the school finds bullying behaviour harmful and unacceptable. Staff must always listen effectively and non-judgementally when children are trying to communicate about a bullying issue, and through training and support, be fully aware of strategies that might be usefully employed in response. Senior staff and pastoral staff, have a particular responsibility to support colleagues in dealing with incidents of bullying. Consideration must also be given to individual needs and circumstances.

Staff are given regular training through whole staff meetings. This includes updates in policy, curriculum or legislation. Specific training information, findings from surveys and work with children is disseminated to staff on Inset days. Bishop Milner Catholic College will support staff's needs for in-service training to help ensure that anti-bullying strategies are effective and raise awareness of possible bullying risks and vulnerable groups/individuals.

Staff should always consider their responsibility as role models and subsequently go about their duties in an anti-oppressive manner. School staff are on duty around the college before school, during break & lunch and after school.

Pastoral staff must be informed of bullying incidents or concerns to ensure accurate recording and monitoring. Pastoral staff will work together with form tutors and other relevant staff to ensure effective intervention. Reporting of incidents should be recorded on SIMS as bullying incidents. A log should also be made on the victims Behaviour log. The pastoral team, including Heads of Year will ensure that form tutors are informed and able to monitor and support children daily. They may also decide that extra support is needed from Heads of Year, Welfare staff and/or Peer Mentors. However, form tutors are normally the first line of support and daily contact for children experiencing difficulties.

Parents/carers must be informed of their child's involvement in any incidents of bullying behaviour and strategies put in place by the member of staff dealing with the incident/s.

Bullying of or by school staff whether by children, parents or staff must be reported to the relevant line manager and the Head of School. Matters should be dealt in line with relevant discipline policy guidelines.

The role of Governors

The Governors ensure that the policy is implemented across the whole of the school. This includes a regular review of the policy and information obtained from monitoring data and surveys. Governors also apply the disciplinary sanctions as appropriate to the circumstances. The governors are always consulted about the policy. The Governors will expect that the college has been alerted to any concerns surrounding bullying and empowered to action this policy.

Bullying outside of College

Should an incident of bullying occur outside of the College premises, for example, on public transport or in the local community, it must be reported via the methods discussed above. It will be investigated by the relevant Head of Year/Senior Leadership Team and, where necessary, acted upon in line with the Behaviour Policy. When the result of the incident is known, it will be considered whether it is appropriate to notify the police or local authority. Please note, if the misbehaviour could be criminal or poses a serious threat, in the first instance, the police must be immediately informed.

Monitoring and Evaluation

Cases of bullying are recorded, monitored and reviewed carefully by the Pastoral Team. Reporting of incidents of bullying should be recorded on CPOMS and parental contact considered vital. The Pastoral team will try to ensure that form tutors are informed and involved in monitoring and follow up of their tutees. The Pastoral team constantly review the effectiveness of the policy and the schools' approach. The evaluation of the policy will be overseen by the governing body with the support of the Pastoral team and the working group.

Further Reading

The Diana Award

The Anti-Bullying Alliance

Child line

Preventing and tackling bullying, advice for head teachers, staff and governing bodies. DfE.

July 2017

UNDERSTANDING RESPONSES TO BULLYING* AT BMCC		
Bullying = on purpose and more than once		
	Perpetrator	Victim
Individual Student Responses *Always to be tailored with carefully with knowledge of child/needs/context	Parent meetings Internal sanctions as appropriate External sanctions as appropriate Behaviour Reports Educational Interventions: AQA unit award scheme, Starving the anger gremlin, Bounce Forward scheme, SEMH assessments e.g. SDQ Boxall, SCLN assessment (progression tool) e.g. Talk About theory of mind Welfare Support: counselling routes and nurse referrals External Agencies: behaviour mentors, key workers, Inclusive Pathways (Only when all else fails): Managed moves Offsite direction Permanent Exclusion	Parent meetings Schedule of appointed staff check-ins Peer-to-peer buddy Diary/logbook Pass-out facilities Educational Interventions: Starving the anxiety gremlin, Self-esteem Thief, Bounce Forward Programme, SCLN assessment (progression tool) e.g. Talk About theory of mind Home visits where appropriate In-college counselling where appropriate School nurse referrals where appropriate RAMP (reducing anxiety management plans) External referrals where appropriate e.g. Here 4 Youth, Phase Trust, What Centre, Reflexions Alternative Provision where appropriate
Students together and Staff	Mediation Restorative paired or group work Challenge Academy bonding activities Round-up information from staff Staff briefings Seating/set moves where appropriate Behaviour contracts where appropriate	
Anti-bullying Culture	Regular assemblies – pastoral, safeguarding, behaviour Awareness months including: Black History, Anti-bullying, Holocaust Memorial, British Values, Equality and Diversity and Around the World Guest speakers, performances, presentations Targeted police intervention work Anti-bullying pledges Personal development lessons targeting issues Behaviour Curriculum	
Scrutiny and Accountability	CPOMS logging Staff training Head teachers reports – scrutiny of data and responses Governor visits External safeguarding monitoring	

Please be reminded that every situation classified as bullying has its own individual context and will require a personalised response. Therefore, not all of the responses or strategies detailed within this policy will apply.