

# SAINTS JOHN FISHER AND THOMAS MORE RC HIGH SCHOOL

## Anti-Bullying Strategy 2025-26



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## ANTI-BULLYING STRATEGY

Ss John Fisher and Thomas More R.C. High School as an institution and community rejects bullying, including child on child abuse in all its forms. Our strategy and processes seek to support those at risk of bullying and address the behaviours of those bullying others. At Fisher More RC High School we aim to provide a school environment where bullying is not tolerated and students feel safe to tell someone, whether another child or an adult, if they are being bullied.

Through the curriculum, PSHCE and wider pastoral support, we aim to promote an anti-bullying message and strongly encourage tolerance, caring for each other and respect towards one another.

### Definition of Bullying

Bullying is deliberate hurtful behaviour that is repeated over a period of time and where it is difficult for those being bullied to defend themselves. It is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms including:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;
- **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media;
- **Racist** bullying occurs when bullying is motivated by a prejudice against someone because of their race;
- **Homophobic/Biphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people;
- **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who are transgender;
- **Disability** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.

Single incidents of verbal or physical attack and behaviour which is hurtful but claimed to be unintentional, will also be taken seriously and dealt with according to the school's behaviour policy. It is important that all staff understand that bullying does sometimes occur and follow the correct procedures when bullying is suspected and/or identified.

We are also aware there is an increased risk of cyber-bullying through the use of emails, social messaging sites and public websites. Fisher More has an ICT User's Policy to promote the responsible use ICT from all students. Mobile phones are banned on school premises. (Behaviour policy) and e-mail accounts are restricted for students in school to ensure that we have the maximum control over potential cyber-bullying within school.

### Possible signs of bullying

- They may become shy, introverted, aggressive or feign illness. They may show changes in work patterns, may lack concentration, appear to be tired or may even play truant from school
- They may be afraid to walk to or from school or may not wish to travel on the school bus
- They may be upset at home, have nightmares, lose their appetite or say that they feel ill in the mornings
- Unexplained changes in behaviour. e.g. moody and bad tempered
- Unhappiness and / or seen alone a lot
- They may be afraid to say what is wrong

### Possible Reason why people bully

- Desire to appear powerful in front of peers
- Unhappiness in school and / or at home
- Learned behaviour (they may have also been bullied)
- Feeling Inadequate
- Difficulties at home

### Implementation

As a staff:

- We will seek, through work in form time, assembly, day to day contact with the students and through example, to ensure that every individual is able to enjoy a secure, happy and productive experience of school
- We will be vigilant and responsive to bullying behaviour
- We will give support, counselling, and guidance to victims and transgressors alike, as well as implementing necessary sanctions
- Where appropriate, we will adopt a restorative approach involving mediation/reconciliation in-line with our school values that will help both victims and perpetrators prevent any reoccurrence or repetition in the future
- We believe that injury, damage or theft and other incidents may require a serious response but it must be seen to be fair and just. The strategy links to the Behaviour Strategy and a range of sanctions will apply
- Direct action will remind students that all forms of bullying are totally unacceptable and will not be tolerated
- Early involvement of the parents of both the transgressor and the victim is essential

## Encouragement to Tell

Through being vigilant, maintaining a high profile and openly talking about the impact of bullying we are encouraging victims, those who witness bullying and parents/carers to report it. We encourage them to speak to parents, a trusted adult, a member of staff. Those reporting the incident need to give the name of the victim and the name of the transgressor are both given otherwise it may not be possible for staff to offer help. **We take all reports of bullying seriously.**

## Wellbeing Monitoring – Pulse System

At Fisher More RC High School, we use the *Pulse* online system to support the continuous monitoring of student wellbeing. Pulse provides school leaders with instant visibility of wellbeing trends across the school, as well as at year group and class level.

Through **60-second weekly check-ins**, students have the opportunity to share how they are feeling in a simple and accessible way. This enables early identification of any concerns and allows targeted interventions where needed.

Pulse also provides a **safe channel for students to speak up**, ensuring that vulnerable students can be better supported through timely pastoral or safeguarding actions.

As part of our commitment to promoting a positive school culture, Pulse encourages **gratitude and peer recognition**. Students can give a 'shout-out' to a fellow student or staff member, contributing to the development of a kind, inclusive and respectful community.

Data and insights gathered from Pulse form part of the school's wider **monitoring and evaluation** of wellbeing, behaviour, and safeguarding. The Pastoral and Senior Leadership Teams review trends regularly and report emerging themes to Governors through the Pupil Welfare Committee.

## Procedures

Students or parents/carers are encouraged to report bullying to any trusted adult for example, Form Tutor, Pastoral Manager, Year Leader, teacher or a member of staff that they trust and feel comfortable confiding in. This member of staff must ensure that the young person is safe

- Students will be always taken seriously and information will be dealt with sensitively. Details will be recorded accurately using student statements and recorded on the school's behaviour log using Synergy and/or CPOMS if a safeguarding concern is identified
- Appropriate action will be taken as soon as possible and the victim will be kept informed of the school's action
- The situation will be monitored
- Parents/Carers will be kept informed where appropriate
- Appropriate action will be taken with the perpetrator. This could include restorative justice or other sanctions in line with the Whole School Behaviour Policy

**In the event of serious violence, the head teacher may permanently exclude a student.**

### **Parents / carers who have concerns about bullying**

If you are a parent / carer of a student who may have disclosed that bullying is taking place or you have concerns of bullying is occurring can contact the school themselves. Parents / carers can contact:

- Form Teacher
- Pastoral Manager
- Year Leaders
- Any Member of the SLT

### **Monitoring and evaluation**

There are various ways in which the school will monitor and evaluate the anti-bullying discrimination at Fisher More. These include:

- All incidents must be reported and logged accordingly on the students conduct log via Synergy or CPOMs if a safeguarding concern is identified
- Pastoral team should follow up with the victim to ensure that the situation has not started again and parents/carers should be encouraged to report any further instances of unacceptable behaviour
- If incidents of bullying occur off the school site, use of The Education Act 2006 which gives the Headteacher the legal powers to apply sanctions consistent with the school's BFL Strategy. External agencies such as the police and safer travel unit may be contacted
- The Pastoral Team will make bullying a regular agenda item with their weekly meeting tutor team and SLT link meeting
- Vulnerable students such as SEND, CLA, post adoption students will be monitored closely
- Students will be reminded of such issues throughout the year (through assemblies, the curriculum, tutor time, PHSE etc)
- The school will actively promote Anti-Bullying Week
- Parents/carers will be informed of the strategy at Information Evenings whilst an effective transition programme will ease student anxieties, myths and fears regarding bullying at High School
- The school will proactively seek to improve the school environment through measures to deter bullying to take place including duties, CCTV etc.

This is not a conclusive list and other methods may be adopted to assist the monitoring and evaluation of bullying at Fisher More to ensure a safe environment for all of our students.

We use data from monitoring to evaluate the effectiveness of strategies. A report to governors via the Governors Pupil Welfare Committee, a report to parents via the head

teacher's annual report to parents, and a report to staff at the start of each academic staff are part of the annual cycle.

### **Child on child abuse**

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2024). It is important to consider the forms abuse may take and the subsequent actions required.

### **Types of child on child abuse**

There are many forms of abuse that may occur between children. Child on child abuse includes, but is not 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;
- 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; and
- 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)

### **Roles and Responsibilities**

The Governing Body will regularly review the Anti-Bullying strategy which the Headteacher must consider, in determining measures to promote good behaviour and discipline.

The Governing Body may also bring to the Headteacher's attention such further measures as they consider necessary, and offer guidance, as they consider appropriate, to promote safeguarding and the welfare of students.

The Head Teacher and the Deputy Headteacher have overall responsibility for the strategy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

The Governing Body, Headteacher and Staff will ensure that the strategy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that students are listened to and that their concerns are appropriately addressed.

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the strategy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed strategy and procedures consistently.

Parents/carers will be encouraged to work in partnership with the school in order to ensure that high standards of behaviour are maintained both in and out of school, and that students respect both similarities and differences between themselves and other members of the school and the wider community.

**Students** will be expected to take responsibility for their own behaviour and will be made fully aware of the school's anti-bullying strategy, the procedures arising from cases of bullying and the rationale behind them. All students have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

### **Once an instance of bullying has been substantiated**

The aim will always be to resolve the problem quickly and effectively. If the bully accepts the injustice of their actions, a verbal warning is given and an explanation of why their behaviour is unacceptable. The warning is recorded on Synergy / CPOMS on the students' record. For more serious cases, again interview both parties to hear both sides of the situation and when you are satisfied that there is a need for some discipline one or more of the following sanctions may be invoked:

- Mediation meetings
- Restorative meetings
- Withdrawal from social times
- Internal Isolation
- Fixed term suspension
- Involvement of external agencies/Police

All action taken is recorded on Synergy. All more serious cases of bullying will be dealt with by a member of the Pastoral Team in conjunction with the senior member of the pastoral team or the Deputy Headteacher. All bullying incidents are recorded on the whole school behaviour system; this system is regularly monitored and incidents analysed. The Pastoral Team carry out regular checks with all parties involved in an incident of bullying to check no further intervention is needed.

### **Wellbeing Support – Role of the Wellbeing Officer**

At Fisher More RC High School, we recognise that incidents of bullying or low self-esteem can have a lasting impact on a young person's wellbeing and confidence. Our **Wellbeing Officer, Mrs Barbara Calvert**, plays a key role in supporting students whose emotional health or self-esteem has been affected by peer relationships, bullying, or other personal challenges.

Working closely with the Pastoral Team, Designated Safeguarding Leads (DSLs) and the SENCO, Barbara provides:

- **Individual and small-group wellbeing sessions**, helping students rebuild confidence, manage anxiety, and develop positive coping strategies.
- **Targeted intervention programmes** for students whose wellbeing has been impacted by bullying, peer pressure or social isolation.
- **Close liaison with parents/carers** to ensure consistent support between school and home.
- **Referrals and partnership working** with external agencies, where additional specialist support is appropriate (e.g. CAMHS, counselling, or Early Help).
- **Contributions to whole-school wellbeing initiatives**, including mental health awareness activities and staff training.

This provision ensures that students who have experienced difficulties are not only safeguarded but also actively supported to thrive academically, socially, and emotionally.

### **Online Bullying and Digital Safety**

The school recognises that bullying can occur through online platforms and digital communication. Online bullying may involve mobile phones, social media, messaging apps, gaming platforms, or AI-generated content. Staff must be aware that the boundary between in-school and out-of-school incidents can be blurred online. In accordance with KCSIE 2025 (Annex D), the school will:

- Enforce a ban on mobile phones in school so that they cannot be used by students throughout the school day

Educate students on responsible digital behaviour through PSHCE and Computing curricula.

- Monitor and filter internet use in line with DfE 'Meeting digital and technology standards in schools' (2024).
- Work with parents to promote safe and positive use of technology at home.
- Record and respond to online bullying in the same manner as in-person incidents, using Synergy and/or CPOMS.
- Review mobile phone and social media policies annually to ensure they reflect evolving risks.

### **Staff Training and Responsibilities**

All staff, including teaching, support, and administrative staff, play a key role in preventing and addressing bullying. In line with KCSIE 2025, staff will receive annual safeguarding and anti-bullying training, which will include:

- Recognising signs of bullying, including subtle and online forms.
- Responding appropriately and recording concerns accurately.
- Supporting both victims and perpetrators with empathy and consistency.
- Understanding prejudice-based, discriminatory, and child-on-child abuse.
- Using the school's reporting systems effectively (Synergy and CPOMS).

Designated Safeguarding Leads (DSLs) will ensure refresher sessions are delivered mid-year if new guidance or concerns arise. Training records will be monitored by SLT and reported to the Governing Body annually.

### **Monitoring, Data and Evaluation**

The effectiveness of the Anti-Bullying Strategy will be evaluated through systematic monitoring and data analysis. The school will:

- Maintain a central log of all bullying incidents, analysed termly by the Pastoral and Safeguarding Teams.
- Use student surveys and focus groups to identify trends and emerging issues.
- Present summary data and actions to Governors each term via the Pupil Welfare Committee.
- Report annually to parents through the Headteacher's report on behaviour, safety, and wellbeing.
- Review the strategy annually, ensuring updates reflect Ofsted and DfE requirements.

Evaluation findings will inform staff training priorities, curriculum planning, and community engagement, ensuring the strategy remains proactive, evidence-based, and inclusive.

This strategy should be read in conjunction with the schools:

- Behaviour Policy
- PHSE Policy
- Safeguarding Policy
- Health and Safety Policy