



## **ANTI-BULLYING POLICY**

**GOVERNING BODY APPROVAL:** Autumn 2017

**COMMITTEE WITH RESPONSIBILITY FOR MONITORING  
AND REVIEW:**  
Curriculum Committee

**NEXT REVIEW DATE:** Autumn 2019

This Policy has also been discussed and reviewed by the Student Council (Autumn 2017).

**"Everyone contributes, everyone counts, everyone succeeds"**

### Anti-Bullying Policy

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with your entire mind; and your neighbour as yourself." Luke 10

Values, principles and beliefs

As a Roman Catholic School we believe that everyone has a duty to respect others and never to harass, intimidate or ill-treat anyone in any way

Bullying is always hidden from adults and young people are often afraid to speak and therefore we acknowledge that there can be no school without some form of bullying behaviour. Bullying is harmful, it causes distress. Students can only fulfil their true potential at school, if they feel safe and if the school has a 'living' anti-bullying policy that makes bullying unacceptable.

#### Aim of Policy

- It is a matter of principle at the school that everyone has a duty to respect others
- We believe that students and adults have the right to an environment where they feel safe from harassment and intimidation
- Everyone has the responsibility to tell someone when a bullying incident happens so that it can be dealt with swiftly and effectively. We aim to create a culture where bullying is not tolerated and is rare.
- To ensure that students/carers are always involved and that those expressing bullying concerns will have them taken seriously.

The Anti-Bullying Policy builds upon and complements other whole school policies, such as the Behaviour Management, Attendance and S.E.N. Policies.

#### Definition of Bullying

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It can be physical, verbal, and psychological and may involve the use of technology such as mobile phones and computers. It is usually unprovoked and is often repeated and can continue over a long period of time. It always reflects an imbalance and abuse of power.

#### Characteristics of Bullying

Bullying can take several forms: social ostracism, malicious gossip, exclusion, mental cruelty as well as physical abuse, intimidation, rude gestures, threats and extortion. It also includes cyber bullying ( social networking , email , texting, sexting and trolling ). Sometimes a 'look' can be a form of non-verbal bullying. Bullying relies on power or domination, often with group support. Bullying can take place over a long period of time. Others may be aware that bullying is taking place, but feel unable to do anything about it.

What can bullying focus on?

- Learning, for example, one student laughing at another student's answer.

- Heritage, religion or background ( e.g . a student's accent or language )
- Physical appearance.
- Economic situation, for example, poverty.
- Social isolation, for example, bullying can occur between a group and an individual excluded from that group.
- Gender/sexual orientation.
- Special Educational Needs.

Who should students turn to if they are either involved or witness incidents of bullying?

At the school, we believe the whole school community has a responsibility for tackling bullying. However, there are a number of key adults to whom students can turn to and this information is displayed in classrooms.

(See Appendix 1) (Poster)

### Strategies

The designated member of staff responsible for this policy is the named Safe Guarding officer together with specific support from the other designated officers to work with students, staff and families with regards to issues of bullying.

We use a combination of preventative and other strategies to address bullying.

- a) The curriculum: Bullying is addressed through the curriculum. It is also raised in assemblies by the pastoral team.
- b) The Anti-Bullying Charter (See Appendix 2):
- c) Monitoring: Incidents of bullying are monitored by the School Improvement Forum.
- d) The involvement of Students: Students are involved in addressing bullying, for example, through peer mentoring. In addition the Student Council have the opportunity to discuss how the college can develop its anti-bullying work.
- e) Mentoring/Counselling: The school offers different kinds of support to victims of bullying or potential victims. For example, they can be assigned a learning mentor who will work with them over a period of time.
- f) Anti-bullying week: The school participates in National Anti-Bullying Week and through assemblies highlights the issue of bullying. Students attend the Brent anti bullying council half termly.
- g) In some cases student contracts might be employed.

### Procedures for Reporting Incidents of Bullying

#### Staff

- All teaching and non-teaching staff support the school's anti-bullying policy and take incidents of bullying very seriously.
- Staff will follow the college procedures for dealing with incidents of bullying and ensure that all incidents are recorded on SIMS and referred to the relevant tutor.
- All staff should look for the signs of bullying .
- Teachers should encourage students to tell parents or teachers when bullying occurs. Students need to be told this is not a case of 'telling tales' and that bullying is not acceptable either in or out of college.
- All members of the college community need to deal with bullying by reporting it immediately to the appropriate person, the Form Tutor, Head of School or member of the Senior Management Team.
- The appropriate members of staff will work with the student who is being bullied and the bully.

- In cases of proven bullying, the appropriate disciplinary action will be taken.
- All incidents of bullying must be recorded, including statements from all students involved and copies should be given to the Head of School.

### Parents/carers

- Advice for parents/carers on what to do if their child is being bullied is available in Appendix 4 and will be available to parents/carers
- Parents/carers will be made aware of the college's policy. This will be done through parent meetings
- Parents/carers of both the victim and alleged bully are contacted at the earliest opportunity when an incident has occurred. Very often this will help to resolve a difficult situation
- We welcome constructive support from parents/carers, either on an individual basis or through the Parent/Teachers Association.
- Outside agencies will be involved where appropriate

### Students

Students will be helped to deal with bullying in the following ways:

- Information about what to do and who to turn to in the case of bullying, will be clearly displayed in all classrooms
- The learning mentor will work with students involved in incidents of bullying
- Peer mentors will be available to work with students who have been bullied
- Advice is available to students on what they should do if they are being bullied. (See Appendix 5)

### Success criteria

The criteria for the success of this policy will be:

- An openness to discuss the issue of bullying in the college
- students know who they can turn to if they are being bullied or are aware of bullying behaviour and
- Willingness on the part of the students to report bullying behaviour.
- A decrease in recorded bullying incidents as evidenced through SIMS and exclusion data.

### Review of the Policy

The policy will be reviewed by the appropriate members of the Senior Leadership Team and the Heads of year annually. The outcome of the review will be reported to the Governors Personnel Committee.

## Appendix 1

### Bullying: Who should you tell?

(Copies displayed in all classrooms)

Anyone you feel comfortable with.

## Appendix 2

### Bullying - A Charter for Action.

Name of School

We are working with staff, students and parents to create a school community where bullying is not tolerated.

Our school community

- Discusses monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilizes the support of the local authority and relevant statutory/voluntary organisations when appropriate.

\_\_\_\_\_ Chair-Governors

\_\_\_\_\_ Headteacher's Signature

\_\_\_\_\_ Representative of students

\_\_\_\_\_ Date

## Appendix 3

### Procedures for Dealing with Incidents of Bullying

#### The Pastoral route

- a) The form tutor or Head of School sees the students involved in the bullying.
- b) The victim and alleged bully write down their views of what has happened.
- c) Any witnesses are asked to write down what they know.
- d) The Head of School and their line manager, where appropriate, decide what action will be taken.
- e) Parents/carers are informed of what has taken place and, where appropriate, invited into school.
- f) Support is offered to both the victim and the bully.
- g) The victim is supported and monitored over a period of time to ensure the bullying has stopped.
- h) Follow up letter sent to keep parents fully informed.

## Appendix 4

### Bullying

#### Advice to Parents/Carers

#### (Adapted from advice by Childline)

#### How to help a bullied child

- If a child tells you he is being bullied, the first and most important step is to listen. Allow them to tell their story in their words.
- You may suspect your child is being bullied, but is afraid to say anything. Is there a way of raising the subject? Can you, perhaps, ask one of your child's friends if anything is wrong?
- If your child refuses to talk to you, suggest that they talk to another adult, e.g. someone else in the family, or a teacher or mentor. They could contact Childline; [www.childline.org.uk/bullying](http://www.childline.org.uk/bullying)
- When your child has told you about bullying, do not rush into school. This may be the response your child fears. Talk to your child about the next steps. You could suggest they keep a diary of the bullying, to gather evidence.
- Make an appointment to see the teacher who your child is most at ease with. Take your child with you to the meeting. If you are not happy with the teacher's response, don't give up. It is in the interest of the school for you to continue supporting your child and it may be that you need to talk to another teacher.
- Do the obvious. Tell them you will always be there for them and try to make their lives outside school as much fun as possible. It will help them feel good about themselves.

## Is your child bullying others?

It is very upsetting to be told that your child is bullying other children but children can be nasty to each other from time to time.

- If your child has been bullying others, talk to them and try to find out what's been going on.
- If the bullying is a one-off, you may not need to do anymore, but some children need help and guidance to change their behaviour. Your school may be able to provide support for your child. Measures like the no-blame approach can help children to change.

## Appendix 5

### Advice to Students

#### Bullying

#### (Adapted from Advice by Childline)

##### 10 Tips

1. Don't ignore bullying - it won't go away on its own and it can get worse
2. Tell someone you trust - such as a teacher, parent or friend.
3. Keep a record - and save any bullying texts or emails.
4. Try to stay away from the bullies or stay with a group of friends.
5. Ask your friends to look out for you.
6. Try not to retaliate - you could get into trouble or get hurt.
7. Check your school's anti-bullying policy.
8. Try to act more confident - even if you don't feel like it.
9. Call Childline for extra help - 0800 1111
10. REMEMBER - it's not your fault and NO ONE DESERVES TO BE BULLIED

## Appendix 6

### Staff: What signs to look for?

#### Teachers should look for the signs of bullying. Be alert to:

- Absence and lateness - perhaps the pupil is frightened to come to school
- Pushing and shoving mark out the bully. Stop the pushing and shoving. Preventing bullying by teaching boys to be kind and courteous is much more effective than reactively stopping bullying after the harm and hurt are done

- Teasing and name-calling - this is cruel and hurtful and should always be stopped
- The pupil who is last to leave the classroom - be alert and look to see if anyone is waiting in the corridor
- Poor homework and classwork - the teacher should quietly ask questions to find out if anything is wrong
- Tears and being upset - these can all be part of anxiety, fear and lack of support
- Body language - a bullied pupil will look down, turn away, shuffle, look depressed. The teacher must be alert, sensitive and kind
- The pupil who is constantly 'losing' things - are they being hidden or stolen?
- The unhappy pupil - the teacher should be sensitive.
- The pupil not picked for group work or teams - teachers should direct groups where appropriate and not leave all groups to friendship groups.