

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

Anti-Bullying Policy
2014 - 2016



Anti-Bullying Policy agreed by Governors:

Signed by Chair **Date.....**

Policy due for review: Summer 2016

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1. INTRODUCTION

It is acknowledged that bullying goes on in all schools in a variety of ways and to varying degrees. There is therefore a need for a coherent and co-ordinated whole school approach to try and prevent it from happening and to respond to it when it does.

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

As a Catholic school we recognise the importance and worth of each individual and the need to respect other people. This recognition is summed up for us in the teaching of Christ when he said:

“Love one another. As I have loved you, so you must love one another. By this all men will know that you are my Disciples, if you love one another”.

(John Ch.13, V.34 & 35)

We can eradicate bullying if we persuade everyone in the school the truth of this statement

2. Aims & Objectives

- To support the school's broader aims of providing all pupils with equal opportunities to achieve their potential within a safe and caring environment, identifiable by its commitment to Christian principles of love and respect for each other.
- The school exists to provide each and every pupil the opportunity to “Become Fully Human in Christ”.
- Ultimately, to achieve a school community which is free from all forms of bullying and distinguished by its anti-bullying culture.
- The promotion of co-operative behaviour and improvement in pupil's personal and social skills so as to reduce the likelihood of bullying.
- To involve the whole school in the development and implementation of the policy.

- The provision of guidelines for preventative and responsive action, coupled with clearly defined roles, responsibilities and procedures.
- Communication of the message that bullying is unacceptable, will not be tolerated and must be reported.
- To provide support for individuals who are bullied.
- To teach bullies how to change their attitudes and behaviour.
- To monitor, evaluate and, when necessary modify or refine policy

3. A Whole School Approach

A policy featuring cross-curricular and extra-curricular approaches

A Policy involving the Whole School:

Pupils and Parents
 Governors and Senior Management
 Teaching and Ancillary Staff
 Outside Agencies

A Policy with Clear Messages

- Bullying is inexcusable and will not be tolerated
- If you are bullied, tell an adult whom you trust
- If you witness bullying **REPORT IT**
- Reporting procedures for instances of bullying must be adhered to
- Action will be taken in all cases of reported bullying

A Policy with Strategies for Preventing and Dealing with Bullying

- Guidelines for pupils and parents
- Guidelines for teachers and other staff
- Pastoral initiatives
- Departmental initiatives
- Extra-curricular procedures – supervision of yards, buses etc. Bullybox

4. General Information on Bullying

Who are Bullies?

BULLIES ARE NOT EASILY RECOGNISED (beware of stereotyping).

BOYS AND GIRLS ARE BULLIES (traditional stereotype is a boy).

BULLIES CAN ALSO BE VICTIMS.

BULLY GANGS

- a. Some bullies demonstrate their leadership of gangs by bullying
- b. Some bullies persuade other gang members to join them in bullying

- c. Bully gangs are more likely to become **VISIBLE** than individual bullies
- d. Bully gangs are difficult to deal with en bloc – a punitive response can sometimes trigger group solidarity/resistance
- e. Research recommends tackling each group member individually

Bullies tend to be:

i. AGGRESSIVE

- a. With little control over their aggression
- b. Aggressive to peers, parents, teachers
- c. Impulsive with strong need to **DOMINATE**
- d. Easily provoked – see insults where none intended
- e. Get pleasure from other pupils' pain, fear, humiliation

ii. LACKING IN EMPATHY FOR VICTIMS

- a. Unable to imagine how a victim feels
- b. Bullies rationalise that the victim deserves to be bullied

iii. ASSOCIATED WITH ANTI-SOCIAL BEHAVIOUR

In school and community

iv. UNDER-ACHIEVERS IN SCHOOL

5. Forms of Bullying

FORMS OF BULLYING

1. Physical Bullying

Ranging from messing about (horse-play) to full assault

2. Verbal Bullying

Teasing, taunting, abusive remarks regarding:

Appearance	Family
Intelligence	Disability
Religion	Sex
Race	

(research has indicated that remarks about family are particularly provocative in school).

3. **Gesture Bullying**

Includes 'playing the heavy' – making implied threats of physical violence to follow and gestures of a sexual nature

4. **Extortion Bullying**

Demands relating to money, bus passes, school work, equipment, clothing, sweets, cigarettes etc.

5. **Exclusion Bullying**

'Sending to Coventry' – isolation from group, victim is often targeted. (This practice is most common amongst girls).

6. **Cyber**

Advances in technology have unfortunately, brought about new types of bullying, namely cyber bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails.

6. Anti-Bullying Strategies

ADVICE TO TEACHERS – PREVENTATIVE MEASURES

Good professional practices have been identified as the most efficient and successful preventative strategies which schools can employ to combat bullying. These include:

1. **Teachers being punctual and present for all lessons etc**

Unsupervised classes are breeding grounds for misbehaviour and instances of bullying have emerged, or escalated, as a result of staff being unpunctual or leaving groups unsupervised.

2. **The supervision by teachers of corridors, stairways etc. at lesson and tutorial changeovers**

Prompt and controlled pupil movement is a disincentive to unruly behaviour.

3. **Visibility & vigilance in carrying out supervision duties in all areas of school**

This is particularly important since bullying is most likely to occur in these places at break, lunchtimes and before and after school. Duty teachers can play a vital role by identifying and patrolling danger spots where bullying may be taking place.

4. **Lesson time spot checks**

Toilets, corridors, dining hall and other **high risk places** is also a powerful deterrent.

To Sum Up

Teachers are asked to be **ACTIVE, VIGILANT and SENSITIVE** in their classroom and wider supervisory duties and are reminded that:

- a. the damaging effects of bullying can be reduced by spotting incidents in their initial stages
- b. bullies are unlikely to operate if they know the risks of being caught are high
- c. to ignore incidents can be interpreted by pupils as condoning and giving tacit approval to bullying behaviour

Advice to teachers dealing with bullying

1. TREAT SERIOUSLY AND ACT IN ALL INCIDENTS OR REPORTS OF BULLYING.

2. Reassure the victim

Offer immediate support and/or practical help as appropriate.

3. Quickly determine what action to take after due consideration of the circumstances. Follow the school's bullying incidents policy.

4. Show the bully your disapproval

Be careful not to over-react emotionally or aggressively

Point out the effect of bullying on the victim

Reinforce the message that bullying is unacceptable behaviour and will not be tolerated in this school

5. CONFIDENTIALITY

Explain that whilst you respect the confidential nature of the matter. You may need to refer it to Senior Staff for further consideration.

Advice to pupils who are bullied

1. Tell an ADULT you can trust – parent, tutor, Year Head, Supervisor, bus driver etc.
2. Tell your friends and ask for their support (but do not get involved in physical retaliation).
3. DO NOT GIVE IN to a bully's demands for money, dinner tickets, clothing etc. Say "NO" strongly and say you will REPORT it if the bullying continues. NEVER TRY TO 'BUY OFF' A BULLY.
4. Initially try to IGNORE minor bullying, but if it persists TELL an ADULT.
5. AVOID BEING ALONE WITH A BULLY IN PLACES WHERE BULLYING CAN OCCUR
6. Remember FIGHTING BACK MAY MAKE IT WORSE, so tell an adult.

**ADVICE TO PUPILS WHO WITNESS,
OR KNOW ABOUT INCIDENTS OF BULLYING**

DO NOT CONDONE BULLYING BY DOING NOTHING – BE RESPONSIBLE AND HELP TO STOP IT BY REPORTING ANY INCIDENTS TO AN ADULT YOU TRUST – TEACHER, TUTOR, SUPERVISOR, PARENT, BUS DRIVER ETC.

ANTI-BULLYING STRATEGIES – GUIDANCE FOR PARENTS

A. Advice to give your children

1. ADVISE your child always to TELL an ADULT.
2. ADVISE your child NEVER to GIVE IN TO A BULLY'S DEMANDS.
3. ADVISE your child, to protect themselves proportionately if retaliating.

B. If parents suspect bullying

1. Reassure your child that there is nothing wrong with him/her.
2. Inform the school immediately. Seek an interview with Pastoral staff.
3. Keep a detailed written record, (e.g. time, date, names etc).. If bullying persists, use the record for supportive evidence.
4. Work with the school and your child to devise an 'Action Plan' against further bullying.

5. If the problem involves a pupil from another school, inform us and we will notify that school.

C. **What parents should look out for in their children**

Be alert to the following signs of distress which could be indicative of bullying:

1. Absenteeism – unwilling to attend school, coupled with unconvincing excuses. Truancy.
2. Injuries – bruises, cuts etc. Causes are not obvious and explanations are unsatisfactory. Note also any damage to clothing and equipment which is suspicious.
3. Depression – moody, irritable, off food and/or other things normally enjoyed. In extreme cases threatening or attempting to run away or even suicide.
4. Money problems – requests for extra pocket money or money for lost dinner or bus tickets. Note also **money missing from home**.
5. Underachievement – school work/homework standard slowly, or suddenly, reduced.
6. Worries about the journey to and from school, on the school bus or walking.

Taken individually these may not be due to bullying, but a combination of some of these could be significant and provide reason for further investigation.

7. Recording & Reporting Procedures

A. **Recording & Reporting – Staff**

- i. Teachers and other staff should keep a record, in writing, of all incidents they are involved in (for less serious incidents a brief reference will suffice). Whenever possible teachers are asked to inform the tutor of the pupils involved. Follow the school's policy.
- ii. Reporting to Learning Leaders – **WRITTEN DETAILS OF MORE SERIOUS INCIDENTS MUST BE REPORTED TO Learning Leders**. Learning Leaders must keep these and subsequent records of interviews with bullies etc., on file.

- iii. Reporting to Senior Leadership Team (SLT) – Learning Leaders will determine which incidents to refer to Senior Management.
- iv. Informing colleagues – Learning Leaders will judge which serious and/or repetitive cases ought to be made known to other members of staff.

B. Recording & Reporting – Pupils and Parents

- i. WHEN DEALING WITH SERIOUS INCIDENTS LEARNING LEADERS should ensure that the bullied pupil (victim) records the incident(s) in writing.
- ii. The bully also records the incident(s) in writing.
- iii. Parents of pupils involved are sent copies of records with a written report from Pastoral or Senior Staff. In Serious cases parents are invited in to school.
- v. Copies of reports and correspondence are kept on school files for a specified period of time.

PRO-FORMAS FOR REPORTING INCIDENTS OF BULLYING ARE AVAILABLE ON LINE

8. Responses to Bullying

Action choices in confirmed incidents of bullying

When incidents of bullying are reported to Learning Leaders they should determine which course of action to employ after first giving careful consideration to such factors as:

- i. The seriousness and/or repetitive nature of the offence(s).
- ii. The circumstances surrounding the incident(s).
- iii. Knowledge of the pupils involved.

The following sanctions, procedures and corrective measures are not exclusive or definitive, but should provide a selection from which Learning Leaders can choose a single response or a combination of responses, which appear most appropriate.

Sanctions

1. Bully given form verbal warning by Learning Leader with report sent to parents.
2. Parents of bully requested to attend a formal interview with Learning Leader.
3. Place bully on a Progress Booklet.
4. Confining bully at break and lunch times.
5. Withdrawing privileges, such as participation in school trips, fun days etc.

6. Placing bully in detention.
7. Requiring bully to complete a programme of Community Service.
8. Requiring bully to make a written apology and to provide appropriate restitution for any costs, or damages, resulting from the bullying.
9. Referring bully to SLT for isolation
10. Referring bully to SLT for exclusion or more serious disciplinary procedures.

Corrective Measures

Action Plans designed by Learning Leader in negotiation with bully:

- a. Aimed at behaviour modification.
- b. Involving observation of bully (and victim) for a period after bullying has apparently stopped.
- c. Coupled to recognition (rewards) for successful completion of rehabilitation programme.

Bully Groups

It is recommended that when dealing with groups of bullies, Learning Leaders should tackle each member of the group individually and attempt to get each individual to accept responsibility for his/her behaviour.

9. The Pastoral Programme and Bullying

A. Specially concerned with bullying

1. Induction programme for Year 7.
2. Guidelines on prevention issued to all forms.
3. What to do if you are bullied.
4. Support for victims: coping strategies including negotiating skills, assertiveness training.
5. Provision of counselling and behavioural training for bullies including: aggression controls, changing attitudes.

B. Indirectly linked to bullying

1. Making and keeping friends.
2. Awareness and importance of relationships e.g. young pupils relating to older pupils and vice versa.

3. Boy/girl relationships – sexual harassment.
4. Self-esteem: developing a positive image.
5. Various forms of discrimination.
6. Managing moods, feelings, self-discipline.
7. Coping with problems, loneliness, rejection, name-calling and other teenage difficulties.

OPPORTUNITIES FOR CROSS-CURRICULAR ANTI-BULLYING INITIATIVES

All departments and teaching staff are encouraged to look at ways in which they can participate in the promotion of an anti-bullying culture. The following examples are not exclusive but might form a starting point for developing a departmental approach:

English

Discussion groups, prose, poetry, questionnaires

Geography/Maths/Technology Surveys/questionnaires e.g.

- i. Places where bullying occurs in school
- ii. Have you been bullied? When, how, where?

Religious Education

Exploring the Christian, moral, social dimension – ‘Love Thy Neighbour’.

Drama

Role playing, liaising with Pastoral Team in preparation of assemblies.

Art

Poster work – supporting Pastoral and other initiatives.

10. Pupil Involvement

PUPIL INVOLVEMENT IN ANTI-BULLYING POLICY

Fundamental to the success of the policy is the involvement of pupils and the cultivation of an anti-bullying culture – this can be achieved through:

- i. **Pastoral Initiatives** – Assemblies, tutorials, meetings etc., which involve pupils in the preparation and implementation of anti-bullying measures.

- ii. **Encouraging pupils to REPORT ALL INCIDENTS OF BULLYING** i.e. those they are directly involved in and those which they witness. The message “to tell” should be repeatedly communicated by all staff and will be reinforced by handouts for every pupil and notices placed throughout the school. (Research indicates pupils will report incidents if they believe their reports will be acted upon positively and directly).
- iii. **Cross-Curricular Initiatives** (see notes)
- iv. **School council** – this provides a forum for pupil representatives to be involved in policy preparation, implementation and evaluation.
- v. **Bully Box** – centrally placed, secure receptacle where bullies, pupils or witnesses (too nervous to talk!) can leave a message which will be followed up by Pastoral Staff.
- vi. **Peer Mentoring** See peer mentoring documentation.

11. Delivery of Policy

ANTI-BULLYING POLICY

DELIVERY OF POLICY

- A. Inset training for:
 - i. Permanent teaching staff
 - ii. Ancillary staff
 - iii. Supply, part-time and trainee teachers
- B. Communication to pupils via:
 - i. Guidance handouts for every pupil
 - ii. Notices in classrooms/common rooms etc
 - iii. Tutorial programme
 - iv. School Council
- C. Communication to parents via:
 - i. Guidance handouts
 - ii. Newsletter
 - iii. PTA
 - iv. Prospectus for new pupils
- D. Communication with outside agencies:
 - i. Social Services
 - ii. Childline

- iii. NSPCC etc
- E. Involvement of School Governors in on-going review of policy and practice.
- F. Liaison within the school with relevant staff:
 - i. Learning Leaders
 - ii. Department Heads
 - iii. SEN/ALN Coordinator
 - iv. Teachers
 - v. Support Staff

Policy Development

This policy has been drawn up following extensive background reading, examination of relevant materials, consultation with other educational institutions and discussion by numerous groups within the school.

Implementation

Following an initiative awareness raising period, it is hoped that the principles and procedures from within this policy document become embedded in the day-to-day life of St Joseph's.

Review

As with all other policies operating within the school, this anti-bullying policy will be the subject of continuous review and evaluation. Comments and contributions from all interested parties will be welcome and will be considered if there is a perceived need to adapt this policy.

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Anti-Bullying Flowchart



Task/Action to be taken	<p style="text-align: center;">No Action Plan Required</p> <p>School to follow own procedures to interview and deal with perpetrator and target of bullying for 1 off / minor incidents. If incidents continue or escalate – start Action Plan.</p> <p style="text-align: center;">Action Plan Step 1</p> <ul style="list-style-type: none"> • Record in school : time/ date and detail • If notified by parent/other source record as above noting source. • Refer to Anti-Bullying policy for staff advice • Arrange meeting/phonecall as soon as possible to share proceedings with parent/s <p>All racial incidents need to be recorded if deemed racist by the target.</p>
Person(s) Responsible	Head of Year.
Start Date	Immediately
End Date	Within 5 days from reported incident
Recording / Evidence	<p>Record of incident</p> <p>Notes for initial/second interview with parents.</p> <p>Record of initial interviews(if necessary) with</p> <ul style="list-style-type: none"> • Target • Parent(s) of target (if required) • Aggressor • Parent of aggressor(s) (if required) <p>Record of secondary interviews with the above if required</p> <ul style="list-style-type: none"> • Target • Parents • Aggressor(s) • Parents
Monitoring	<p>By nominated staff member, either Form Tutor or mentor:</p> <ul style="list-style-type: none"> • Continue to monitor and record any issues incidents comments • Review after 2 weeks and discuss with target
Outcome	<p>If resolved:</p> <ul style="list-style-type: none"> • No more action to be taken • Parents informed of outcome.
Success Criteria	<ul style="list-style-type: none"> • No more reported incidents
	<ul style="list-style-type: none"> • If bullying has continued Step 2

Task/Action to be taken	<p style="text-align: center;">Step 2</p> <p>Arrange meeting with parents and child pastoral head /SLT</p> <ul style="list-style-type: none"> • Report with notes and details of review meeting • Discuss strategies in place • Note actual places where any further incidents may have occurred in/out of school • If off school premises parents should contact the community police officer - Community Police 07584770836 • If in school nominated staff/peer mentors will monitor areas where frequent bullying incidents occur
Person(s) Responsible	Head of Year / Peer Mentor
Start Date	Within 21 days of Action Plan initiated.
End Date	21 days or more of Action Plan initiated.
Resources	<ul style="list-style-type: none"> • Time for meeting and appropriate staff • School notes
Recording / Evidence	<p>Record of interviews if required</p> <ul style="list-style-type: none"> • Target • Parents • Aggressor(s) • Parents
Monitoring	<ul style="list-style-type: none"> • Head of Year • Review target's views
Outcome	<p>If resolved</p> <ul style="list-style-type: none"> • No more action to be taken <p>If bullying has continued move to Step 3</p>
Success Criteria	<ul style="list-style-type: none"> • No of incidents resolved

Task/Action to be taken	<p style="text-align: center;">Step 3</p> <p>Referral to Governors</p> <p>Meeting arranged with aggressors parents and Chair of Governors</p>
Person(s) Responsible	<ul style="list-style-type: none"> • Nominated staff member to inform Chair of Governor
Start Date	Within 48 days of incident
End Date	
Resources	Chair of Governors / designated governor
Recording / Evidence	<ul style="list-style-type: none"> • To ensure the above actions have been treated accordingly following the action plan for bullying incidents • To ensure that parents were kept informed at each step. • School to provide copy of meetings.
Monitoring	Chair of Governors / designated governor
Outcome	<p>If resolved:</p> <ul style="list-style-type: none"> • No further action to be taken <p>If parents/child feel it is not being dealt with effectively further actions/sanctions such as exclusions</p>

Date 	Victim	Aggressor
Name		
Year		
Gender		
Ethnicity		
Religion		
Disability		

Incident details