



Bishop Walsh
Catholic School



Anti-bullying Policy

Love your neighbour as yourself - Luke 10: 27

Reviewed by	Date
Belinda Dunphy, Deputy Head Teacher	20/06/13
Ratified by Pastoral Committee	20/06/13
Tabled at Full Governor Meeting	9/07/13

Date of next Review.....July 2018

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Equality Policy
- Attendance Policy
- Special Education Policy

Philosophy:

Everyone at Bishop Walsh Catholic School has the right to go about their daily lives without fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of stress, affecting well-being, behaviour, pupil academic and social development right through into adulthood.

Bishop Walsh Catholic School is committed to provide a caring, friendly and safe environment for all people providing opportunities for personal and academic growth. All pupils and staff relate to each other with care and respect. The school motto of "Caring to learn, learning to care," requires the school community to follow the Gospel teaching of "Love thy neighbour as they self," if this was applied there would be no bullying.

Aim of this Policy

It is very important that everyone understands how to recognise bullying behaviour, identify victims of bullying and work together to create an atmosphere that enables all involved to respond appropriately to any incident of bullying.

This policy sets out how Bishop Walsh School will work together with pupils and parents/carers to achieve this.

1. Statutory Obligations:

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is, "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm." Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issues which has contributed to a child engaging in bullying.

The Education and Inspections Act 2006 establishes clear responsibilities for schools to respond to bullying behaviour. This includes encouraging good behaviour and the right to discipline a pupil for poor behaviour when they are not on school premises.

The Equality Act 2010 replaces previous anti – discrimination laws with a single Act. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber – bullying by providing a specific power to search for and if necessary, delete inappropriate images or files on electronic devices, including mobile phones.

Criminal law does not specify bullying as a criminal offence in the UK, however it is important to bear in mind that some types of harassing or threatening behaviour – or communications- could be a criminal offence for example under the Protection from Harassment 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. The school may need to seek assistance from the police if an incident is considered to be a criminal offence.

2. Understanding Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text message or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted, or has caring responsibilities. It might be motivated by actual differences between people, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

The rapid development of, and widespread access to, technology has provided a new medium for "virtual" bullying, which can occur inside or outside school. Cyber – bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

3. Identification:

Staff, and parents/carers must be vigilant to recognise any change in a pupil's behaviour, especially in well – established patterns of behaviour, this may be an indication of bullying. Examples of the many signs which may indicate that a child is being bullied are:

- Items of clothing, property, school work are damaged or lost more often than you would consider normal
- Frequent injuries (bruises, cuts)
- Pupil who is or becomes withdrawn and is reluctant to say why
- Pupil who appears to be continually tired (having not slept from crying or worrying)
- Educational attainment is slowly or suddenly deteriorating
- A reluctance to attend school/ truancy
- Regular complaints of feeling unwell
- Going to or from school by a different route

- Complaints of hunger (possibly indicating that dinner money has been taken)
- Money/possession going missing
- Depression – a reluctance to eat/play normally
- Moodiness/irritability
- Threats of self harm/ suicide

Taken individually, the above may not be due to bullying, but a combination may arouse suspicion.

If a pupil is showing signs of any of the above, it can be an indication that the pupil is not happy and therefore the cause should always be investigated.

4. Appropriate Responses

If a pupil discloses bullying it is important to respond appropriately

DO:

- Listen, allowing them to tell the story in their own words
- Do not dismiss the experience as part of growing up
- Take the incident seriously
- Take action as soon as possible, deciding whether this needs to be in private or public and listening to the “bully’s” version of events
- Do not react emotionally, remain calm and reassure the pupil that they are not being weak or foolish
- Offer concrete advice, help and support
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim’s point of view
- Punish the bully if necessary using appropriate sanction
- Inform people as necessary as identified in the Anti Bullying Policy

DON'T:

- Be over protective and /allowing the victim to help him/herself
- Assume the bully is thoroughly bad
- Keeping the whole incident secret because you have dealt with it
- Trying to hide the incident from the parents of the victim or the bully

5. Roles and Responsibilities:

Everyone has a responsibility to prevent and raise awareness of bullying.

5.1 Parental/Carer Responsibility

- To inform the house tutors if they have any concerns about bullying behaviour

5.2 Pupils Responsibility

- To report any incidents of bullying behaviour to a member of staff

5.3 School Responsibilities

- All staff will model non-bullying behaviour.

House Tutors will

- Develop links between home and school to encourage parents/carers to contact them with any concerns about bullying
- Ensure pupils are aware of and understand how to report any incidents of bullying
- Engage in an open dialogue with pupils to ensure they understand bullying behaviour and the impact of bullying behaviour as part of the PSHE programme.

Subject Tutors will

- Provide frequent opportunity for pupils to discuss bullying in a variety of curriculum areas

Head of Year will

- Discuss bullying as part of assemblies
- Distribute learning resources about anti-bullying to house tutors
- Ensure that all house groups have had an opportunity to discuss bullying as part of the PSHE programme.

Senior Management Team

- Order suitable anti-bullying materials for use within school
- Ensure that school assemblies have provided opportunities for discussion about anti-bullying
- Check the 'Bully Box' on the Virtual Learning Environment
- Listen to pupils from the school council on a regular basis regarding concerns around bullying, including pupil voice input to the policy

6. Roles and Responsibilities:

Everyone has a responsibility to respond appropriately to any bullying incident.

6.1 Parental Responsibility:

- Work in partnership with the school to support the agreed interventions to address bullying behaviour

6.2 School Responsibility**House tutors and Subject tutors will;**

- Know and understand the signs of bullying
- Be observant of signs of bullying and respond appropriately
- Listen attentively to any concerns raised and take them seriously
- Respond appropriately to any disclosure of a bullying incident this may include interventions
- Check the pupils records for any previous history of bullying
- Inform the head of year
- Manage the incident by speaking to all involved
- Log the incident in the pupil's electronic record
- Monitor behaviour of all involved and document any changes or cause for concern

Heads of Year will:

- Respond appropriately to incidents from subject or house tutors
- Commence an investigation into the incident
- Ask those involved to complete a written statement about the incident including events leading up to and after the incident.
- Discuss the outcomes of the investigation with those involved
- Discuss the outcomes of the investigation with the senior management team
- Agree with the senior management team any sanctions, interventions or other actions
- Document in the pupils electronic records
- Contact parents of all involved by telephone to discuss the outcome for their pupil
- If further concerns are raised by parents, pupils, others inform senior management team
- All statements are to be filed in the pupil's records

Senior Management Team will:

- If further concerns were raised meet with those involved to discuss the outcome of the investigation, including parents

- Document all actions, responses and outcomes

7. Sanctions

Following an investigation the following a sanction/s may be administered. All sanctions will have an agreed time period and be reviewed with the teacher overseeing the sanction and the pupil/s involved. Pupils who do not comply with sanctions will be reported to the senior management team.

Sanctions may include:

- Warning given by Head of Year/ Parents informed
- Exclusion from a class/subject for a specified time period
- Detention at lunch-time or evening
- Isolation
- Fixed term exclusion from school for a specific incident or repeat incidents
- Permanent exclusion from school

8. Pupil Support

Pupils may need further support during or after a bullying incident this may include

- Use of a 'safe haven' as agreed between the pupil/s involved and teacher
- Use of the Damascus Room
- The School Chaplain
- Services of other agencies as appropriate to the needs of the pupil
- The Police Liaison Officer
- Counselling together with the victim and bully

9. Confidentiality

All staff involved in the investigation of a bullying incident will be respectful of the confidentiality of all pupils involved.

The safeguarding policy will be referenced if there are safeguarding concerns and information may need to be shared with other agencies to ensure the safety and well-being of the pupil/s.

10. Staff Training

All staff will know of this policy at induction and through pastoral meetings or staff inset. Staff will receive updated information about anti-bullying and be supplied with appropriate resources. Staff have a professional responsibility to maintain their competence in responding appropriately to any bullying incidents and to seek further advice and support from a senior colleague if needed.

Staff who are identified as requiring extra support will be offered support through the senior management team and this may include shadowing, reflection, internal/external training etc

11. Monitoring of Policy

The effectiveness of this policy will be monitored through:

- Pastoral Management meetings (HOY with tutors/HOY with Deputy/ SLT)
- Analysis of the pupil conduct log (HOY/SLT)
- Pupil questionnaires (HOY and tutors/ HOY and Deputy/ SLT)
- Discussion at School Council meetings
- Pastoral Committee meeting with governors
- Head teacher safeguarding report to full governors