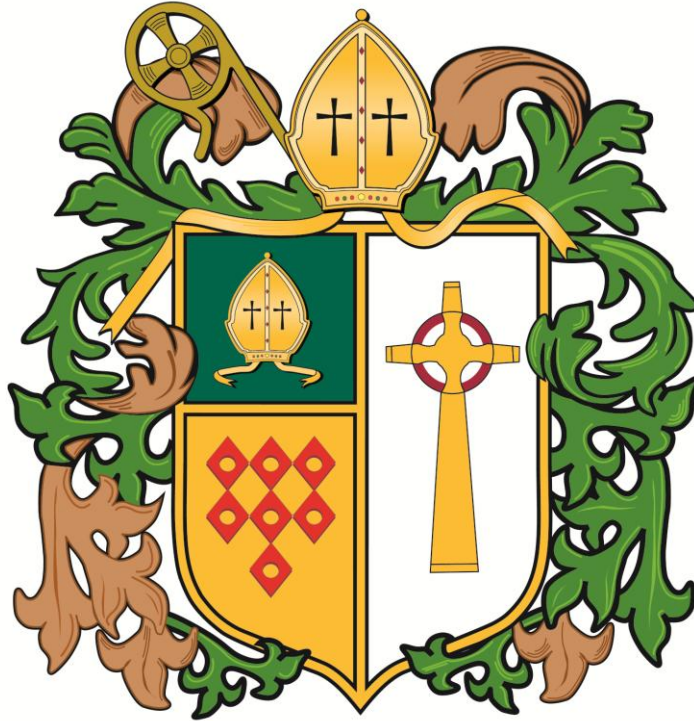


**Anti Bullying Policy**

**St Wilfrid's RC College**



## **STATEMENT OF INTENT**

**WE AT ST. WILFRID'S COLLEGE AIM TO CREATE A SAFE ENVIRONMENT WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY CAN FEEL SECURE, VALUED AND RESPECTED.**

This policy is available on both school websites, and electronic shared staff area and by request from either the Deputy Head or the Head of the School.

This policy should be read in conjunction with the school's policies: Child Protection (safeguarding),  
Equal Opportunities

Governors Behaviour Standards

SEN

PSHE Schemes of Work

and is integral to the Spiritual, Moral, Social and Cultural development of pupils.

This anti-bullying document is also compliant with:  
Equality Act, 2010.

SEND Code of Practice 2014: 0 to 25 years

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014

Keeping Children Safe in Education, DFE, 2015

Definition of Bullying.

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- physical (including sexual) assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to

and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life- long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through PSHE, assemblies, and drama to raise awareness, with discussions of differences between people and the importance of avoiding prejudice. There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they should seek assistance from the police

#### IT IS THE AIM OF ST. WILFRID'S COLLEGE

- ❖ To promote a secure and happy environment in our community, free from threat, harassment and any type of bullying.
- ❖ To take positive action to prevent bullying from occurring through a clear school policy on personal and social development.
- ❖ To show commitment to overcoming bullying by practising zero tolerance.
- ❖ To inform pupils and parents of the college's expectations and to foster with them a productive partnership, this helps to maintain a bully-free environment.
- ❖ To support pupils in being caring citizens in and out of school
- ❖ To ensure that staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims.

#### INDICATORS OF THE CHARACTERISTICS OF BULLYING

Can be mistaken for bullying but it is not bullying	Bullying where harm is intended	Criminal Activity
Playful teasing A one- off fight Rough and tumble or play fighting without real intention to cause damage	<b>PHYSICAL</b> biting hair pulling hitting kicking locking in a room pinching punching scratching spitting any other form of physical attack damaging a person's property <b>NON-PHYSICAL</b> Abusive language Abusive telephone calls Abusive texting Extorting money Intimidation/threats of violence Name calling Racist/sexist remarks Sexually suggestive language	Assault with a weapon Grievous bodily harm Seriously threatening to kill or harm Serious theft Sexual abuse Racial abuse

	<p>Cruel remarks          Spreading false/malicious rumours via social media or otherwise  <b>NON-VERBAL</b>          Direct          Mean faces/rude gestures          Indirect          Manipulating/ruining friendships          Systematically excluding, ignoring and isolating          Sending often anonymous poisonous          Notes texts messages etc..          Videoing incidents  <i>Can be any one or a combination</i>  <i>Bullying is usually repetitive</i></p>	
<p><b>Suggested School Action</b>          This should be handled sensitively by the school where appropriate but not treated as bullying</p>	<p><b>Suggested School Action</b>          This should be handled by the school</p>	<p><b>Suggested School Action</b>          This should be handled by the police or other appropriate authorities</p>

The Anti-Bullying Handbook Keith Sullivan Oxford OUP

### STAFF GUIDANCE ON DEALING WITH BULLYING ISSUES

We at St. Wilfrid's College take bullying seriously and provide guidance for all staff. Identifying pupils who are being targeted is often difficult. We use the following indicators as guidelines:

- ❖ The pupil's work may be suffering
- ❖ They appear to have no friends around
- ❖ They appear to be unhappy
- ❖ They are frequently absent
- ❖ They have a tendency to display aggressive behaviour

We encourage all staff to observe general behaviour in and around school

## **DEALING WITH PUPILS WHO HAVE BEEN BULLIED**

### **Procedure if a pupil should witness bullying behaviour**

- 1. Pupils should report this to a Head of House / trusted teacher as soon as possible.**

### **Procedure for members of Staff should you witness an incident of bullying or it is reported to you**

- 1. Reassure and support the pupils involved.**
- 2. Advise them that you are required to pass details on to the relevant member of the pastoral team. (Head of House, Deputy Head).**
- 3. Inform an appropriate member of the pastoral team as soon as possible.**

**Heads of House must record all incidents of reported bullying and ensure that the Deputy Head is informed. The Deputy Head will keep a central log of all complaints or incidences of bullying and record the way in which they were dealt.**

### **What will happen?**

**The victim will be interviewed by their Head of House, and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss his own reactions and behaviour towards the bully. The victim is given support and advice and counselling is suggested if deemed appropriate.**

**Once the Head of House is clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them.**

**Details of the incident will be recorded on all the pupils' files. The Deputy Head is copied in so that it can be recorded as a bullying incident. The pastoral team will decide on an appropriate course of action. In the first instance the tutor or Head of House will interview the pupil or pupils whose behaviour has caused distress and give him/them a formal bullying warning; making it clear that any further incident (or discussion about the current incident) would be considered to be further bullying. It will be made clear why the behaviour was inappropriate and unacceptable. Support and counselling will be offered. A suitable punishment will also be given.**

If the Head of House decides it is appropriate, or it is a pupil's second offence, the Deputy Head will become involved and the parents of the perpetrator/s will be informed by letter or telephone. The following sanctions may be applied in accordance with the School behavioural standards.

- **Formal School Warning from the Deputy Head.** The Deputy Head will speak to the pupils involved and will contact the parents or guardians giving details of the offence and inviting them in to School to discuss the matter and to be present when their child is given a Formal School Warning. Their support for the School's actions should be enlisted if possible.

- **Exclusion at the Headteacher's discretion (see the GOVERNORS BEHAVIOURAL STANDARDS)).**

These are minimum sanctions. In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of the School to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

The School will raise awareness of the staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be prominently displayed on School notice boards and will be discussed with pupils during PSHE sessions. Anti-bullying will feature as a discussion point for Student committees and feedback will be taken to School Council. It will also be revisited as necessary during ASSEMBLY sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. drama, physical education. Opportunities will also be sought to allow parents to contribute to the School's actions to prevent bullying.

Incidents of reported bullying will be followed up by Heads of House, to monitor that the problem has been resolved. The record of bullying offences will be reviewed by the Deputy Head and the Pastoral teams regularly at pastoral meetings to watch for patterns and check that the policy is effective.

We are absolutely confident that the vast majority of pupils will agree with our sentiments on Bullying. It is our intention to identify and take action against those who do not.

#### **Further References**

Preventing and tackling bullying, Advice for headteachers, staff and governing bodies, DfE, October 2014

Cyberbullying: Advice for headteachers and school staff, DfE, 2014

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies DfE Guidance, July 2011

Safe to Learn, Embedding Anti-Bullying work in Schools, DCSF, 2007 [www.cyberbullying.org](http://www.cyberbullying.org)

The School is associated with Gender Identity Research and Education Society (GIREs)

Childline: 0800 1111 : <http://www.childline.org.uk/Pages/Home.aspx>

**We at St. Wilfrid's College treat targets (pupils who have been bullied) and incidents seriously whether reported by staff/ parents/ peers. We recognise the fact that anyone can be a target and it is not his or her fault!**

- ❖ **Record incidents within bullying log and monitor/ track regularly.**
- ❖ **Let the pupil know what is being done. Set a time and date for a meeting**
- ❖ **Parents should be informed of procedures in place and actions taken.**
- ❖ **Reassure the pupil they have done the right thing by telling someone.**
- ❖ **Establish details without making the pupil feel responsible for being bullied**
- ❖ **Empower the child by praising their courage for telling.**
- ❖ **Identify areas of the environment where bullying occurs: corridors, classrooms where the teacher is absent, playgrounds. Once identified these areas will need to be managed effectively**
- ❖ **Appropriate strategies will be taken. E.g. anger management, circle time. (Resource and Reference materials) The strategies will be reviewed regularly.**

### **DEALING WITH A PUPIL WHO IS A BULLY.**

**We are aware a student may bully for a variety of reasons: because of the family/life events/power of an antisocial peer group/social climate of the school/surrounding community/personality characteristics and or a combination of these and other factors. Some bullies may have low self- esteem that often manifests it self in violence. Some bullies are extremely manipulative of people and or situations.**

### **STAFF AT ST WILFRID'S COLLEGE ARE ENCOURAGED TO:**

- ❖ **Diffuse the situation and remain calm and non-judgemental.**
- ❖ **Separate the bullying actions from the person who is bullying (allows a way out of situation)**
- ❖ **Explain clearly to pupil what is going to happen to ensure they understand rules, responsibilities and consequences that the school follows.**
- ❖ **Involve and inform parents of events and consequences that may follow.**
- ❖ **Decide which strategy is effective and appropriate.**
- ❖ **Involve outside agencies if deemed appropriate e.g. SYPS Educational Psychologist, and Social Worker.**
- ❖ **Where serious violence is involved the Head Teacher may exclude the pupil immediately pending further investigations**

### **EXPECTATIONS**

**Our aim at St. Wilfrid's College is to put in place preventative measures through the following expectations:**

#### **EXPECTATIONS OF STAFF AND GOVERNORS:**

- ❖ **To embrace a whole college approach that celebrates individuals and provides support for all pupils.**
- ❖ **The college will have an effective anti-bullying policy in place that is an integral part of school life.**
- ❖ **A supportive governing body that encourages the involvement of parents in the school.**
- ❖ **A clear system of rules, rights, responsibilities and consequences**

- ❖ To provide an environment that is stimulating and enjoyable.
- ❖ To recognise that the responsibility for dealing with bullying incidents rests with the college and governing body.
- ❖ To know that the school has no responsibility to deal with bullying incidences occurring outside the school premises, however they will endeavour to support the child and parents.
- ❖ To respond to parental queries and concerns positively and without delay

#### **EXPECTATIONS OF PARENTS**

- ❖ To be involved in their child's college life and attend parents evenings etc.
- ❖ To be supportive of the college's expectations of behaviour
- ❖ To respond to college concerns positively and without delay
- ❖ Parents will make appointments where and when possible
- ❖ To know that the college has no responsibility to deal with bullying incidences that occur outside school premises, however they will endeavour to support the pupil and parents.

#### **EXPECTATIONS OF PUPILS**

- ❖ To be involved in a proactive college council
- ❖ To support the college rules, rights, responsibilities and consequences
- ❖ To take responsibility for their behaviour.
- ❖ To respond to college concerns positively and without delay

Control over the college environment can be both psychological, that is, children are taught to monitor their own behaviour and that of others: and physical, that is teachers, and possibly parents and students may be asked to patrol areas of the college outside class hours. Gardening, landscaping/seating may support a creative environment.

#### **ACTION UNDERTAKEN BY SLT: PASTORAL TO COMBAT BULLYING**

- ❖ Regular staff training to address policy issues provided by inset LA or outside agencies.
- ❖ Regular meetings to assess and review procedures/ incidents
- ❖ Address issues through PHSE Guidance Tutorials and assemblies
- ❖ Training pupils to peer mentor
- ❖ Effective deployment of learning mentors and or support staff

Other providers of staff training:

- ❖ SCUUK (School Council UK)
- ❖ South Tyneside Healthy Schools, Education for Health Coordinator
- ❖ Support and advice from EWO, Community Police

#### **MONITORING AND EVALUATION**

Monitoring of the policy is annually by the Pastoral Head, Head Teacher and the Chair of Governors. The Chair of Governors will be kept informed of repeated incidents of bullying.

- ❖ Records will be kept for up to three years and then extended if the need required.
- ❖ Annual review and up date of policy by governing body.
- ❖ The policy will be shared and reviewed with staff/pupils/parents.
- ❖ We will involve school council/governors where appropriate in reviewing the policy

#### **CASUAL ADMISSIONS**



It is a statutory responsibility for all schools to have an Anti-Bullying Policy. This policy will explain how they will respond to all incidences. If you are worried or concerned about bullying issues, or your child has reported bullying to you, it is important that you make contact with the Head Teacher of the college, who will ensure a member of staff follows up your enquiry, as outlined in their college's policy. Schools will, endeavour: to meet with you to discuss your concerns so that they can work with you and your child to resolve the issues. If the matter remains unresolved the next step would be to refer the matter through the college's complaints procedure, which would involve the college's Governing Body. If you are requesting a school place because of alleged bullying you must submit confirmation in writing from your child's Head Teacher that the in-school procedures have been fully exhausted. Your application will NOT be processed without this information.

## **PARENTS/ CARER GUIDANCE**

We at St. Wilfrid's College believe parents and carers have a vital role in ensuring their child adheres to the college rules and supports the college when dealing with contentious issues. These guidelines and information are available to parents and are displayed in and around our college.

### **SIGNS TO LOOK FOR IN YOUR CHILD.**

- ❖ Common symptoms may include:  
headaches, stomach aches, anxiety, irritability, stress.
- ❖ They may refuse to attend school
- ❖ They may have few or no noticeable friends around
- ❖ They may lose money or property
- ❖ They may have unexplained bruises etc.
- ❖ They may be unwilling to talk about school.

### **PARENTS CAN:**

1. Obtain a copy of the anti-bullying policy
2. Support your child: tell them it is not their fault, he/she can't choose the way people behave towards her/him, but he/she can choose how she responds.
3. Find time to talk to your child: empathise with their situation, although he/she can't choose what happens in his/her life, being happy is a positive personal choice.
4. Remind them how resilient and strong they are/ they keep going to school despite facing daily bullying.
5. Remind him/her, he/she is a unique and wonderful person, with the same rights as everybody. That he/she can use the power of anger to protect herself without having to attack any one else.
6. Speak to the teacher or tutor about the problem.

7. If not resolved see the Head Teacher and ask to see their anti-bullying policy, (All schools by law have an anti-bullying policy.)
8. Request initiation of an action plan and time line to monitor the bullying (examples included.)
9. Support your child and the school by becoming involved in reviewing the policy.
10. If you feel the matter is not resolved then you can follow the complaints procedure.

It is the parents, pupils, college and governors responsibility to try and reconcile bullying incidents that may occur.

## **IF YOU FEEL YOUR CHILD IS BULLYING OTHER CHILDREN**

Look out for signs of bullying by your child or from others:

- ❖ Your child may have more money than usual
- ❖ Your child may have property that does not belong to them
- ❖ Your child may display aggressive behaviour and belittle others

These are only guidelines; your child may display some or all of these and not be bullying

## **WHAT CAN YOU DO?**

If you are concerned do make an appointment to meet your child's teacher or tutor.

## **WITH YOUR CHILD.**

- ❖ Talk with them to discourage this behaviour:
- ❖ Discuss how it makes other children feel.
- ❖ Give praise when your child displays cooperative behaviour and kindness to others.
- ❖ Monitor their use of MSN and other forms of communication e.g. mobile phones

A suggested resource for parents/carers:

Parentline

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

Free Helpline

0808 800 2222

## **APPENDIX**

### **FURTHER IDEAS**

- ❖ Counselling – using peers, school council, a professional
- ❖ Learn new behaviour through PHSE working with other children 1 to 1
- ❖ Anger Management
- ❖ Circle Time
- ❖ Assertive Training
- ❖ Circle of friends

### **ANGER MANAGEMENT**

<http://www.kidshealth.org>

### **BOOKS**

**Tackling Bullying in Your Schools: A Practical Handbook for Teachers, Routledge London & New York.**

## **CIRCLE TIME /PEER COUNSELLING**

**Peer Counselling in Schools: A Time to Listen David Fulton London (1996)**

**Should We Blame the Bullies? Peter K Smith in The Psychologist Vol: 14 No 2  
Lucky Duck Publishing Ltd.: [www.luckyduck.co.uk](http://www.luckyduck.co.uk)**