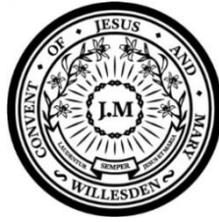


# Convent of Jesus and Mary Language College

## Anti-Bullying Policy



*With God's grace, we excel and lead.*

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

### Anti-Bullying Policy – Mission Statement

#### **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.

The Convent of Jesus and Mary Language College fully subscribes to the five outcomes as stated in the Children Act 2004, that all students should;

1. be healthy
2. stay safe
3. enjoy and achieve
4. make a positive contribution and
5. achieve economic well-being.

Bullying is often 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 Convent of Jesus and Mary 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 an environment where bullying is not tolerated.
- 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 Equal Opportunities Policy, 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, psychological and may involve the use **of cyber-bullying**.

***Cyber-bullying is the use of Information Communication Technology, (ICT), particularly mobile phones and the internet to deliberately upset someone.***

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.

***All bullying is upsetting but the effects of cyber-bullying are even more extreme and insidious; it's potential to isolate a person or group is more dramatic and significant because there is no closure. (See appendix 7).***

#### 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. 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.
- 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.

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

At the Convent of Jesus and Mary, 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)

What if the bullying is directed by :

- i) A teacher towards a student?
  - ii) A student towards a teacher?
- i) If the bullying reported is directed from a teacher towards a student, the student will have recourse to the school complaints procedure.
  - ii) If the bullying is directed towards a teacher by a student, the teacher will have recourse to the complaints procedure and/or the Child Protection Policy under "Malicious Allegations against Staff".

#### Strategies

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

- a) The curriculum: Bullying is addressed through the curriculum, for example, in PSHE. It is also raised in assemblies by the pastoral team.
- b) The Anti-Bullying Charter (See Appendix 2): We have signed up to the DfES 'Bullying: A Charter for Action' which seeks to promote good practice.
- c) Monitoring: Incidents of bullying are monitored by the Senior Leadership Team
- d) The involvement of Students: Students are involved in addressing bullying, for example, through peer mentoring. In addition the Student Council will 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.

Procedures For Reporting Incidents of Bullying  
See Appendix 3.

#### **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 (see Appendix 3)
- All staff should look for the signs of bullying (see Appendix 6)
- Teacher 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, Curriculum Leader Year 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 Curriculum Leader Year

#### **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

#### **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
- An opportunity to explore the issues surrounding bullying will be given in PSHE
- The learning mentor and school counsellor 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)

#### **Training for staff and students**

The issue of how to tackle bullying is raised and explored at a whole school level. Staff receive training on how best to tackle incidents of bullying and how to address bullying through the

curriculum. In addition, some staff are trained on the use of circle time, which can be used to tackle bullying. Student mentors are being trained to provide peer support for victims of bullying.

### **Success criteria**

The criteria for the success of this policy will be:

1. an openness to discuss the issue of bullying in the college
2. students know who they can turn to if they are being bullied or are aware of bullying behaviour and
3. a willingness on the part of the students to report bullying behaviour

### **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: Whom should you tell?

(Copies displayed in all classrooms)

Anyone you feel comfortable with.

## **Appendix 2**

Bullying – A Charter for Action (DfES 2003)

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 organizations 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 Curriculum Leader Year 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 Curriculum Leader Year 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/she 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 girls 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.

## Appendix 7

### What's different about cyber-bullying?

Bullying is not new, but some features of cyber-bullying are different from other forms of bullying:

1. **24/7 and the invasion of home/personal space.**  
Cyber-bullying can take place at any time and can intrude into spaces that have previously been regarded as safe.
2. **The audience can be very large and reached rapidly.**  
The difficulty in controlling electronically circulated messages means the scale and scope of cyber-bullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
3. **People who cyber-bully may attempt to remain anonymous.**  
This can be extremely distressing for those being bullied. The person cyber-bullying may never be in the same physical space as their target.
4. **The profile of the bully and target.**  
Cyber-bullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
5. **Some instances of cyber-bullying are known to be unintentional.**  
It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.
6. **Many cyber-bullying incidents can themselves act as evidence.**  
This is one of the reasons why it's important to know how to respond!

#### Education law:

Bullying is never acceptable. The school community has a duty to protect all of its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyber-bullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

#### Civil and criminal law:

Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyber-bullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision. The Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.