St Richard Gwyn Catholic High School

Anti-Bullying Policy

Approved by Governors on 01/07/2019

Signed ***(Chair)***

STATEMENT OF POLICY

The ethos of the school as detailed in the School Mission statement

- To create a happy and co-operative school
- To value each individual
- To be a community ready to forgive
- To care and offer guidance
- To strive for excellence in everything we do
- To maintain a clean, safe and healthy environment which we respect

This forms the basis for our policy on anti-bullying.

Our policy is drawn up in the belief that behaviour and attitudes to learning have a direct effect upon pupil's achievement. Every child is entitled to an education which promotes their development in a safe secure environment, free from distraction and harassment.

We are committed to treating all individuals fairly and with respect.

We aim to have a preventative and pro-active approach to the fostering of positive relationships between young people. We seek opportunities to develop positive attitude towards equality and tolerance across our school community.

We look to encourage and reward/praise good behavior.

Parents/Carers, the Local Authority and other agencies will be encouraged to be active partners in this process.

- The school values each individual and strives to create a caring and calm environment for every individual.

- The school emphasises the need for positive self-discipline and strong motivation and encourages pupils to take responsibility for their own actions.

- Pupils' self esteem and adherence to high standards of behaviour are essential to create an effective learning environment.

- The school rules are based on concern and respect.

- Discipline and sanctions will be appropriate and given in a staged response.

- It is the responsibility of all members of staff to maintain and encourage high standards of behaviour by adopting a positive approach to school discipline.

- We will offer support to both victims and perpetrators of bullying.

WHAT IS BULLYING?

Bullying can occur through several types of anti-social behaviour. It can be:

a) PHYSICAL - A child can be physically punched, kicked, hit, spat at, etc.
b) VERBAL - Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
c) EXCLUSION - A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
d) DAMAGE TO PROPERTY OR THEFT - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.
e) ELECTRONIC MESSAGING and CYBER-BULLYING – can be a very hurtful form of bullying but often very difficult to track and essentially may be outside the schools remit.

ANTI-BULLYING POLICY STATEMENT

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

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour.

Pupils are made aware of the following :-

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!
b) Be proud of who you are. It is good to be individual.
c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
d) Stay with a group of friends/people. There is safety in numbers.
e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff. This could be your Learning Coach or Director of Learning.
f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
g) Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

WHAT CAN YOU DO IF YOU KNOW SOMEONE IS BEING BULLIED

a) TAKE ACTION! Tell and adult/teacher. Watching and-doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. If you feel you cannot get involved, tell an adult/teacher IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
b) Do not be, or pretend to be, friends with a bully.

WHAT YOU CAN DO AS A PARENT

a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
c) If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
d) It is important that you advise your child not to fight back. It can make matters worse!
e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
f) Make sure your child is fully aware of the School Policy concerning bullying, and that they will not be afraid to ask for help.

ACTION TAKEN BY THE SCHOOL

a) We organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
b) We are pro-active in discussing aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSE programme, assemblies and mentoring sessions.
c) We endeavour to deal quickly, firmly and fairly with any concerns, involving parents where necessary.
d) We review the School Policy and measure its degree of success.
e) The school staff will continue to have a firm but fair approach.
f) We will not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
g) We will encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
h) We will encourage pupils to treat everyone with respect.
i) We will treat bullying as a serious offence and take every possible action to eradicate it from our school.
j) We keep records of any incidents of bullying and liaise with the Local Authority where these incidents are identity based.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:
Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be escorted to and from the school premises.
- By taking one or more of the six disciplinary steps described below to prevent more bullying.

We also discipline, yet try to support the bullies in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing the bullies' parents/guardians.
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the six disciplinary steps described below to prevent more bullying.

DISCIPLINARY STEPS

1. Learning Coaches or Directors of Learning will warn the bully to stop offending behaviour.
2. Draw together the victim and perpetrator and attempt “no blame counselling”.
3. Check at suitable time gap that the victim is safe.
4. If bullying continues next levels of discipline may be applied, detention, after school detention or fixed term exclusion.
5. At all times parents of both victim and bully should be consulted.
6. Directors of Learning should record incidents on bullying incident log sheets and give copy to Assistant Headteachers.

Problem	Pupil Responsibility	Home Responsibility	School Responsibility	Disciplinary Steps
Bullying : Examples of this include physical and verbal abuse	Be sensitive to the rights and feelings of others. Use self-discipline. Ask yourself why you are being so nasty. Do not under any circumstance, bring weapons into school.	Contact the Director of Learning at once if you suspect your child is a victim, or acting like a bully. Assist your child to discover different ways of expressing feelings. Do not encourage aggression.	Develop assertive attitudes in pupils so that they respect themselves and others. Ensure that all pupils know how to report bullying and who to ask for help. Be vigilant and act on any incidents of bullying that are witnessed or reported. Make a record of all incidents using the Behavioural referral system in SIMS and demonstrate that this issue is taken seriously. Pay particular attention to any identity based bullying and report to FCC as required. Escalate incidents to Directors of Learning, Key stage manager where additional intervention is deemed necessary due to the seriousness of the incident or the frequency of events. Provide appropriate support for the victim and perpetrator. This may involve liaising with outside agencies.	Informal talk with Director of Learning. Contact parents. Hold a meeting with interested parties. Bullying can result in a range of sanctions including break and lunchtime or after school detentions and or fixed term or permanent exclusion. The severity of the sanction will depend on the individual case.

Review

This policy will be reviewed by the Governors as part of a three year cycle.

Rev.No	Date	Authorised By	Details of Revision
V1	06/05/2016	Governors	New Policy
V1	01/07/2019	Governors	Review only