



## Anti-Bullying Policy 2013

### Code of Conduct in our Catholic Community

Our aim is to ensure that you feel happy, safe and secure at Holy Cross.

#### We believe:

- That every individual in our community is a unique and valuable creation made in the image of God.
- We all have a right to be considered equal, worthy of respect and esteem.
- We all have a responsibility to treat others as we would like to be treated ourselves, in so doing we will speak politely to everyone.

#### Therefore please:

- Treat each other with courtesy.
- Look after the classrooms and environment.
- Remember that our Code of Conduct applies when we are travelling to and from school.
- Tell an adult if you see someone who is unhappy or worried.

In the context of both the Mission Statement and the Code of Conduct we believe that it is the right of every individual to feel valued and unafraid. The behaviour of pupils, teaching staff, support staff and parents is expected to reflect this.

### Statement of Values and Principles

We believe that all children have a right to be educated and to feel happy, safe and secure and we expect that this policy will support those beliefs. Therefore:

- Children will be in a safe, caring environment whilst travelling to and from school, on school premises, whilst participating in off-site visits or activities, or on a residential visit.
- Bullying behaviour is unacceptable and will not be tolerated.
- Reports of bullying behaviour will be recorded and taken seriously.
- Children will be listened to, will know that it is 'Ok to tell', who to tell, and how to tell and above all be encouraged not to suffer in silence. The prevailing culture will be one of the 'telling school'.
- Parents will be listened to and will be kept informed of how their complaints/worries/concerns are being dealt with.
- The school is committed to a multi-agency approach when appropriate or relevant, and the good working relationships we enjoy with the Police, Chorley Young People's Service, Social Services, Health Professionals, LCC Safer Travel Unit and Learning Mentors.



### What Do We Hope to Achieve by this Policy?

To create a climate of mutual respect and trust within which parents, pupils, carers and teachers operate.

To ensure the right of pupils to be taught in an environment that is safe and conducive to learning. An environment where, pupils are treated equally, not bullied, ridiculed or the subject of discrimination.

- Staff will be vigilant and responsive to bullying behaviour.
- Pupils will feel that the school is trying to reduce and prevent bullying behaviour.
- Pupils will feel that staff are working to reduce incidents of bullying in school.
- Pupils will report that they are being bullied, with confidence that it will be taken seriously.
- Pupils will say that they would not join in bullying someone else.
- Pupils say that they will not incite others to bully.
- A happy, safe learning environment for all the pupils within school.
- A reduced number of bullying incidents will be reported.

### Definition of Bullying

The school recognises that bullying includes a wide range of behaviours and we clearly acknowledge that bullying behaviour is unacceptable and will be challenged.

*'bullying is the wilful conscious desire to hurt, threaten or frighten someone' (dcsf)*

This can be physical or verbal and include hitting, name-calling, teasing, ostracising and extortion. It can also include threatening gestures and looks; it can also be via text messages, internet and e-mail. It can manifest itself in many kinds of anti-social behaviours which cause others distress. Bullying might involve race, gender, sexual orientation and disability. It can occur inside or outside the school environment.

#### **DCSF Definition of Bullying**

Bullying is:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for victims to defend themselves against

The three main types:

- Physical – e.g. hitting, kicking
- Verbal – e.g. name calling (this is the most common type) insulting
- Indirect – e.g. spreading stories, exclusion from groups

We adopt the DCSF statement and acknowledge that any child can be bullied.

#### **Ofsted Definition of Bullying**

- The intention to undermine and degrade the individual by picking on vulnerability or making difference a fault.
- Physical bullying seeks to intimidate and cause fear..... at serious levels it is a criminal offence.
- The motive, or large part of it, is to demonstrate power and create fear.

We adopt the OFSTED statement and acknowledge that any child can be bullied.



Although none of these characteristics can excuse it, certain factors can make bullying more likely, and teachers, support staff and other adults are alerted to note signs of the following:

### **Victims**

- Isolated – lack close friends
- Shy children
- Different ethnicity
- SEN pupils
- Children different in some obvious way
- Those exhibiting inappropriate behaviour
- Those who appear passive or submissive
- Those who come from an over-protective family

### **Possible Signs of Bullying**

- Outgoing pupils become withdrawn
- Pupils isolated or disengaged
- Unusual pattern of attendance
- Damage to books/property
- Unaccountable/repeated loss of bags, money
- Cuts, bruises, torn or dishevelled clothing at the beginning or during day

### **Possible Symptoms of Bullying**

- Poor attendance
- More anxious/insecure
- Low self-esteem
- Negative self-image
- Variety of physical symptoms – headache, stomach ache, bed wetting, faints
- Can lead to anxiety, depression and in the extreme suicide

Class Teachers, Teaching Assistants, and Group Tutors are well placed to be aware of group dynamics and possible signs of bullying in their classes and groups. Heads of Year and Senior Managers are ready to respond to any alerts made by any member of the community and to combat bullying using the strategies outlined later in the policy.

Pupils are aware of the channels through which they can communicate and express their concerns. They receive information in assemblies, through the student council, their form tutor, their Head of Year, posters around school, anti-bullying week and complementary studies.

### **Limit of the Policy**

Whilst the policy focuses on 'child to child' bullying, we acknowledge that other types might take place within the institution. There can be 'adult to child' bullying, 'adult to adult' bullying and even 'child to adult' bullying. The culture of 'the telling school' is available to all members of the community and the procedures outlined apply to all types of bullying. The policy applies to any bullying behaviour, whether it takes place on the school premises or on educational visits. Visitors/Contractors on school premises who manifest bullying behaviour will be subject to the same challenges and their own line managers informed.



## Policy Promotion

The policy is promoted to parents, pupils and to staff.

- To **Parents** on the School Website. On the parents new intake evening the Headteacher assures parents that every endeavour is made to ensure that their children will be happy, safe and secure at Holy Cross and that parents must alert us to any issues, including bullying, which might affect their child's happiness, safety and security.
- **Pupils** are aware of the channels through which they can communicate and express their concerns. They receive information in assemblies, through student council, their Heads of Year, posters around school which actively point them in the direction of and encourage them to see support and complementary studies. There is also a post box in main reception where pupils can discreetly post letters to explain if they are being bullied.
- To **Staff** on the first Professional Development Day when awareness of the issue is raised and a reminder given of the procedures. The Policy will be highlighted as part of the Induction Process for ITT trainees, for NQTs and new colleagues to the College. It will be a regular item on Professional Development days and any bullying issues will be highlighted at the pastoral briefings on Tuesdays.

## Preventative Strategies

Many strategies are employed to promote good, positive behaviour and happy relationships.

Within the **environment** there is a commitment to provide effective supervision at:

- lunch-time by Welfare and/or Site colleagues and by Teaching staff who volunteer to be on a duty rota
- Break-time by teaching staff again on a rota. The rotas are published at the beginning of each academic year.
- Heads of Year alert staff to any areas of the school which may, from time to time, be identified as requiring closer supervision.
- The beginning and end of the school day, senior staff escort students from and to the bus lay-by, and occasionally supervise The Bowers and Burgh Lane exits.

Our collaboration with the Safer Travel Unit (CCTV) and the Police is having a positive impact upon increasing pupil safety, well-being and ensuring appropriate behaviour.

Within the **curriculum**, there is a commitment to:

- Raising awareness about bullying behaviour, its effect on emotional health and well-being, and how it will be combated.
- Developing personal and social skills through promotion of friendship skills, assertiveness skills, conflict resolution and problem solving skills, communication skills and the exploration of spiritual and moral values.
- Building and maintaining self-esteem.
- Promoting positive role models and positive pupil/staff relationships.

This commitment is expressed, for example in Assemblies, Tutor time, surveys, displays, School Code of Conduct, Student Council and Drama. Other curriculum areas, such as RE and English provide opportunities for these issues to be explored.



Within the **pastoral** support framework, there is a commitment to:

- Place students into groups sensitively after consultation with the Primary Schools. The KS2 Transition Co-ordinator plays a significant role here.
- Provide a comprehensive induction programme. The Head of Year 7 and the Group Tutors play key roles in this process.
- Provide access to adult support, with the first line being the Group Tutor, followed by Head of Year, the Special Educational Needs Co-ordinator, the school chaplain, Learning Mentor and other outside agencies as appropriate.
- Ensure the safety and security of students before and after the school day and during break-times and lunch-times (as outlined above) by providing appropriate supervision.
- Provide a 'safe haven' called The Routledge Centre for students for distress of any kind, including being bullied.
- Challenge bullying behaviour of any kind.
- Challenge those who incite bullying behaviour by others.

### Reporting/Recording/Responding to Incidents

**(Refer also to the Child Protection Policy re: disclosure and confidentiality)**

The Head of Year or Senior Leadership Group member, in consultation with other school staff, will be responsible for recording, monitoring and co-ordinating actions as deemed appropriate.

The Pastoral Staff, in consultation with the Group Tutor and parents will offer advice support and mentoring, etc. for those pupils being bullied. Support and advice will also be made available to the bullies.

#### **Strategies for Investigation of Incidents**

- Prompt and thorough investigation of all reported incidents.
- Identify member of staff with whom victim can talk.
- Encourage child to co-operate fully.
- Interview individually.
- Individual pupils can make a written record if they wish.
- Close supervision and monitoring during investigation.
- Involve parents of children involved by keeping them fully informed.

#### **Range of Possible Follow-up Action**

- Ensure the victim is supported and protected.
- Follow up regularly after incidents.
- Aim to prevent further incidents by providing the victim with support to develop assertiveness skills.
- Aim to prevent further incidents by working with the child who is exhibiting bullying behaviour with the intention of behaviour modification.
- Offer other support networks as appropriate/necessary such as Learning Mentor, Chaplain, Health and Education professionals to both victim and bully.



### **Communication**

- Regular consultations between Teachers, Tutors, Head of Year and SLG.
- Keep parents informed and involved.
- Talk to the children concerned.
- Enlist responsible pupils in class to offer support to bullied child.
- Seek multi-agency support and/or advice, if deemed necessary.

### **Record Keeping of Incident**

- Reporting system via yellow slips.
- Procedure – dates, times, teacher involved must be reported on Incident Forms to be logged and placed in Pastoral Files.
- Any reported incident – see child, contact parent, log.
- In the event of serious or sustained bullying pupil action and information to be entered on vulnerable children's list.

### **Sanctions for Bullying**

Our aim is for parents, carers, pupils and school to operate in a culture of mutual regard hence often the issue can be resolved at the stage of parental involvement but further sanctions *not necessarily* hierarchical, are available. These sanctions are:

- Parental/pupil interviews.
- Detentions.
- Isolation internally to school.
- Removal of the bully from the group or class.
- Removal of the bully from a school bus.
- Police contact.
- Restorative justice.
- Withholding participation in any school activity (e.g. trip, residential or sports event) which is not an essential part of the curriculum.
- Exclusion – fixed term.
- Governors' Behaviour Sub-Committee.
- Exclusion – permanent.

The strongest sanction, exclusion, may be necessary in cases of severe and persistent bullying.

### **Policy Review**

The agreed Policy will be reviewed by the governing body annually, considering reported incidents and comments from pupils, staff (teaching and support), parents and governors.

### **Responding to a Complaint from a Parent/Guardian**

Holy Cross has a complaints procedure, which parents can access, and which is clearly stated in the prospectus. Parents have a right to contact the Governors of the school, but following the normal complaints procedure they are expected to contact the Headteacher in the first instance.



This policy should be viewed in relation to the following documents within school:

- Equality Policy
- Child Protection Policy
- Behaviour & Discipline Policy
- Special Needs Policy
- Recording Racial Incidents Log

This Anti-Bullying Policy has been formulated and is to be a priority within the SEAL outcomes

Reviewed: October 2013 by Mr P.Morris