





## St Augustine's Catholic High School

# Anti-Bullying Policy

Approved		Date
Chair, Academy Representatives M Dean		13.12.17
Head of School G T O'Connor		13.12.17
Pupil Welfare Full Board	Reviewed at Meeting Ratified at Full Board	29.11.17 13.12.17
<b>Cycle of Review:</b> 3 years		
<b>Next Review Date:</b> October 2020		

# Saint Augustine's

CATHOLIC HIGH SCHOOL & SIXTH FORM CENTRE

*A Christ centred learning community committed to the development of the whole person*



## ANTI-BULLYING POLICY

### Rationale

Bullying is a problem. It exists in all schools and in many other institutions and organisations. Bullying enjoys a high profile in the media with frequent programmes/articles devoted to the subject. Bullying overflows into schools from the local community and vice versa. It is therefore vital that schools work with students, parents, staff and the wider community to promote positive relationships, identify, and tackle bullying appropriately.

### Statutory Duties

Headteachers have a legal duty under the School standards and Framework act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard' and promote the welfare of pupils (Education act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to Learn' DCSF 2007, Coalition Government documents and law-equality Act 2010, Education Act 2011)

### Aims

This policy aims to:

- Demonstrate that the school takes bullying seriously and that it will not be tolerated;
- Set out measures to prevent all forms of bullying in the school and on off-site activities;
- Support everyone in the actions taken to identify and protect those who might be bullied;
- Demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying;
- Ensure that incidents of bullying are dealt with through the Behaviour policy;
- Promote an environment where it is not an offence to tell someone about bullying;
- Promote positive attitudes in students;

### Guidance and Further Information

DFE – Preventing and tackling bullying (July 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)



Preventing\_and\_tackling\_bullying\_advice

This policy consists of 3 sections:

1. Definitions, Principles and values
2. Guidelines for students, staff, parents and the wider community on action to be taken if bullying occurs.
3. Monitoring and review to reduce the likelihood of bullying occurring.

## **Definitions and Principles**

### **1.1 Definitions**

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

Bullying behaviour can include;

- Physical aggression such as hitting, kicking, taking or damaging possessions;
- Verbal aggression such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls;
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.
- Cyberbullying is a recent addition to this list, and includes using text, email or web space and social media to write or say hurtful things (see separate policy).

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults.

### **1.2 Principles**

At Saint Augustine's we believe that everyone has the right to come to school, to learn and work, in an environment where they feel safe and that is free from harassment or bullying. We have signed up to the 'Bullying – A Charter for Action' to confirm our commitment to working with staff, students, parents and the wider community to create a school community where bullying is not tolerated. We strive to be most effective in tackling bullying by following the guidelines listed below.

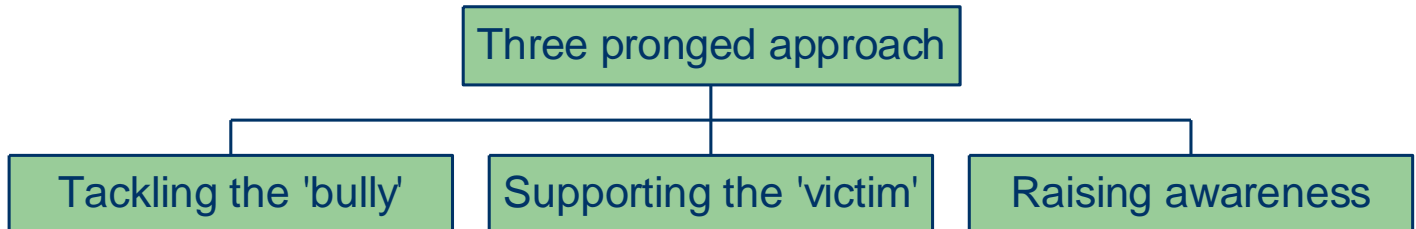
## **Guidelines for students, staff, parents and the wider community on action to be taken if bullying occurs.**

### **Students and parents**

The key message given to students and parents is that they must report bullying - if we know about bullying then we can, and will, tackle it. This message, and messages emphasising the important role that bystanders can play in tackling bullying, is relayed throughout the year in form periods, assemblies, the newsletter, anti-bullying week, anti-bullying events and via personal contact. Anti-bullying information sheets for students and parents have been drawn up using the latest 'Safe to Learn' guidance issued by the DFE. Anti-bullying lessons which teach students how to manage their relationships constructively and assertively are incorporated into the school's citizenship and Assemblies programmes. This multitude of strategies ensures that students and parents are aware of bullying and what they should do if bullying occurs. A range of staff are available for students or parents to report to including pastoral staff, subject staff, the Lay Chaplain, student anti-bullying mentors, the community police officer and lunchtime supervisors. The Pastoral team manage and deal with any reports and incidents immediately in the school day or as soon as feasibly possible.

### The most effective schools are those that:

- Involve the wider school community in establishing a common approach to prevent and stop bullying
- Address issues of bullying amongst staff as well as pupils
- Keep tackling bullying as a high priority, by regularly promoting anti-bullying approaches throughout the curriculum, assemblies and pastoral systems
- Actively teach pupils and staff how to manage their personal relationships constructively and assertively
- Encourage staff to use co-operative group work methods within their teaching
- Encourage staff to pay attention to behaviour as they move around the school and to enquire and intervene if someone may be being bullied or harassed
- Take immediate action if bullying is known or suspected and rigorously follow-up until they are sure the bullying has been resolved
- Evaluate and review their anti-bullying policy and practice, collecting objective data via surveys and also analysing reports of bullying and harassment
- Take action to improve policy and practice on the basis of evaluation and review.



Saint Augustine's therefore takes a 3 pronged approach to tackling bullying.

#### Staff

When bullying is reported it is always investigated and action taken. This action may be as simple as getting the students together to resolve an issue, or giving a student a formal warning. Form tutors and subject staff are often involved at this level. If bullying continues, or a serious incident takes place then higher level action will be taken. Heads of Year or SLT act at this stage to investigate the incident, usually taking witness statements on the yellow Student Interview sheets. Higher level responses can be use of incident sheets, detentions, loss of break or lunchtimes, contacting parents, drawing up a behaviour or friendship contract, use of internal isolation or fixed term exclusion. Follow up meetings are used to monitor the success of any action, and additional support – mentoring, use of outside agencies – may be arranged. Incident forms and details of any action taken are kept on student files to build up evidence which could lead to students being permanently excluded for bullying. All racist incidents are investigated and recorded by the Head of Year. Staff in curriculum areas, and form tutors, should seek to promote group work and problem-solving activities to raise awareness of bullying issues.

## **The Wider Community**

Incidents which occur outside school are also tackled if they involve students from Saint Augustine's School on their way to or from school. We also work to support the community if incidents of anti-social behaviour occur outside school hours. This has included identifying students, contacting their parents on behalf of members of the community or liaising with the police. An area of development is encouraging parents to take responsibility for tackling bullying in the home – particularly text and email messaging. Pastoral staff are beginning to have discussions with parents about limiting time on social networking sites, switching off mobiles, changing numbers and not giving 'friends' numbers etc.

### **2 Monitoring and review to reduce the likelihood of bullying occurring.**

The Assistant Principal for Pastoral Care and Heads of Year meet regularly with key members of staff to discuss 'vulnerable' students and monitor their progress. Students are identified to attend school based support programmes such as Rainbows and peer mentoring. Other students are allocated work from outside agencies such as Anger management courses and IBS programmes. Through this pattern of meetings staff understand and remain alert to the different types of bullying and evidence of their occurrence in the school and the community.

The Bullying Policy and action plans developed from it will always be considered in close association with but not limited to other related school policies, such as the School's Behaviour Policy, E-safety Policy, Social Networking and Mobile phone policy.

<b>Amendments</b>	<b>Approval</b>
Apr-19	G O'Connor