



St Joseph's College Anti-Bullying Policy

Date Reviewed- September 2020
Next Review Date- September 2021

Chair of Governors signature:

A handwritten signature in black ink, which appears to read 'Fr. Benedict Fay'.

1. Purpose

This policy aims to involve all students, staff, parents, carers and governors in creating a happy, healthy, safe and just school, working in partnership to eliminate bullying and unacceptable behaviour. Bullying in any form will not be tolerated and it is the responsibility of everyone involved in the school to work together to prevent it from happening.

2. Context

Equality Act 2006

This prohibits discrimination on the grounds of disability, sexual orientation, religion or belief. The Act includes a positive duty to promote gender equality.

Sex Discrimination Act (2005)

The Act (which applies to women and men of any age, including children) prohibits sex discrimination against individuals in the area of employment, education and the provision of goods, facilities and services and in the disposal or management of premises including sexual harassment.

The Disability Discrimination Act 2005; Section 3

The Act places a duty on local authorities to promote equality of opportunity, to eliminate discrimination, promote positive attitudes towards disabled people and encourage participation.

The children Act 2004

Every agency working with children and young people (including schools and colleges) must safeguard and promote the welfare of children, helping them to "stay safe from bullying and discrimination".

The Race Relations (Amendment) Act 2000

It is unlawful to discriminate against anyone on grounds of race, colour; nationality (including citizenship), or ethnic or national origin. All racial groups are protected from discrimination. Schools are required to have a policy that shows how they will promote equality of opportunity and good relations between people of different racial groups.

The Local Government Act 2000; Section 104

This amends Section 28 of the Local Government Act 1998 by indicating that nothing shall deter the head teacher or governing body of a maintained school/ and academy or teacher employed by a maintained school or academy, from taking steps to prevent any form of bullying.

Schools Standards and Framework Act 1998; Section 61

This states that the head teacher shall take steps to on the part of students and, in particular; prevent all forms of bullying among students. Since September 1999 schools are required to have a strategy to prevent bullying, including measures against racist bullying.

The Human Rights Act 1998

This act is based on the European Convention on Human Rights. It prohibits torture, inhuman and degrading treatment or punishment. Specifically, Article 14 states "the enjoyment of the rights and freedoms set forth in the convention shall be secured without discrimination on any ground such as sex, race, colour; language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status:"

Key areas

- Students at our school enjoy many rights. These include the right to be safe, healthy, enjoy and achieve and to make a positive contribution to school life. Our school maintains a caring approach to all the students and we take seriously the responsibility we have to the community we serve.
- We value and work towards the emotional health and well-being of all within the school. We aim to create a positive and caring ethos, which values all members of our multi-cultural community and where anti-social and bullying behaviours are not accepted or tolerated.
- We recognise that students subjected to bullying may be affected by:
 - Anxiety and depression: potentially leading to intermittent and long term absence from school
 - Poor self-esteem: inhibiting students from forming positive relationships, leading to feelings of worthlessness and betrayal, causing some to lower their expectations and standards of work
 - Withdrawal: leading to low participation in school and other activities, isolation or harm

Definitions

- We understand bullying to be any ongoing behaviour, which is deliberately intended to hurt, intimidate, demean, frighten, harm or exclude. It is usually part of a pattern of behaviour rather than an isolated incident.
- Significant factors in bullying
 - A power balance in favour of the aggressor
 - A victim who cannot match that power
 - Repetition often over a period of time
- Forms of bullying
 - Psychological: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - Physical: pushing, kicking, hitting, punching or any form of violence
 - Verbal: name calling, sarcasm, spreading rumours, teasing
 - Racist; racial taunts, graffiti, gestures
 - Sexual: unwanted physical contact or sexually abusive comments
 - Homophobic: because of or focusing on the issue of a person's sexuality or employing language focusing on sexuality
 - Faith: because of or focusing on the issue of a person's religious beliefs
 - Disability because of or focusing on the issue of a person's disability
 - Cyber: sending malicious letters, e-mails, text messages and transmission of photographs and film by electronic means such as mobile telephones and computers

Action taken to prevent incidences of bullying:

- using the curriculum, especially Life Skills, Character lessons, British Values discussion, Tutorials, RE and assemblies to raise awareness of the school's expectations
- Communicating our five respects in all that we do, promoting community and positivity through our House events.
- adhering to the behaviour policy that requires staff to model positive behaviours and consistently apply the school's agreed way of working
- encouraging students to behave positively and to reject anti-social behaviour in or out of school
- involving all students, teaching support staff, parents and carers and governors to actively prevent bullying
- giving support to students who are being bullied
- offering guidance, sanctions and support to bullies to help them to change and to make amends for their behaviour
- encouraging a conscience-based approach to help everyone to have integrity and to do the right thing for themselves and others
- seeking support and help from outside agencies when necessary.
- developing strategies such as self-referral for pastoral support, peer support and student counselling
- allocating special times of the year, e.g. Anti-Bullying Week and other events like, International Human Rights Day, Black History Month, and explore ways of preventing bullying and other forms of anti-social behaviour.
- celebrating what works and what the school does well

Procedures followed in response to bullying

- Investigating the situation by talking to the students, witnesses and staff members involved
- Recording as appropriate in written, oral or picture form from students and witnesses involved
- Responding to the bully by:
 - ensuring that they recognise, own, and reflect on their behaviour/s and how it affects others
 - guiding, supporting, advising and offering them strategies to change their behaviour
 - insisting that they take responsibility for their actions and helping them to actively make amends
 - breaking up bully groups
 - using peer group pressure to discourage bullying
 - involving parents and carers
 - involving outside agencies when necessary

Applying appropriate sanctions, some of which may include:

- Withdrawal from favoured activities.
- Withdrawal of break-time and lunch-time privileges
- Withdrawal from lessons
- Isolation from peers using Footsteps Inclusion Unit
- Fixed term exclusion from School
- Recommendation to the Governing Body for permanent exclusion from the School

Responding to the student who is bullied, hurt or upset by:

- actively listening to the student
- offering support and strategies to deal with unwanted behaviours
- protecting the student and ensuring their safety as and when necessary
- involving parents and carers as appropriate
- Implementing Restorative Approach and reviewing the situation with the student, parents, carers and others as appropriate

Policy Limitations

While we at St Joseph's College will make every effort to deal with bullying on the school premises and to prevent bullying outside the school gates, we recognise that we cannot be held directly responsible for bullying that takes place off site. This is either by students in this school or by students of other schools, including over the internet with the use of social networking websites. However, the school reserves the right to take action in response to incidences of bullying taking place on students' journeys to and from school.

Pupil Response

At St Joseph's College we encourage students to seek help by confiding in parents, tutors and any appropriate school staff such as our Counsellor, to tell us about incidents that happen. This includes incidents outside school so that we can:

- raise concerns and take steps as appropriate e.g. for incidents on buses contact the police to alert them to trouble spots, gangs etc.
- alert colleagues in another school whose students are bullying off premises.
- map safe routes to school in the event of a pupil being bullied on their journey to school.
- offer students and parents and carers strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using their mobile phones.

3 Monitoring

Frequency and responsibility

- Behaviour policies shall be reviewed annually by the Senior Leadership Team and Governing Body.
- Effectiveness of the policy will be reviewed annually.
- Any bullying or alleged bullying shall be recorded by the member of staff responsible for dealing with the specific incident investigated on the school's behaviour management system.
- Incidences of bullying or alleged bullying shall be recorded in a consistent way that allows for monitoring of behaviour on an individual and school wide basis.