



## NOTRE DAME HIGH SCHOOL

### ANTI-BULLYING POLICY

**"We believe that all students are unique and of equal value regardless of academic ability, class, creed, gender, race or wealth".**

#### **(Mission Statement)**

Bullying is a serious issue and we all must meet the challenge of creating a safe and secure community for everyone.

The definition below has been reached through consultation with parents, Governors, teaching and non-teaching staff and students. The intention is that everyone will have a clear understanding of what is meant by bullying.

**Bullying is when another student or group of students cause personal physical or mental suffering, however great or small. It is teasing, practical jokes, threatening, name calling, ignoring people, dirty looks and other things which cause hurt.**

- (A) Everyone is entitled to speak to someone if they are being bullied.
- (B) Everyone is entitled to receive help and care if they are being bullied.
- (C) Everyone has responsibility to help and care for students who are being bullied.
- (D) All incidents of bullying will be thoroughly investigated before any action is taken.

**"If you have love for one another, then everyone will know that you are my disciples"**

**(John 13.35 G.N.B.)**

#### **1. PERSONAL NON-PHYSICAL ABUSE**

1.1. This *includes* things like:-

- 1.1.1. Making repeated fun of students' appearance, ability, home, etc.
- 1.1.2. Name calling.
- 1.1.3. Threatening with an attack

1.2. **ACTION** - this kind of bullying will be dealt with through one or more of the following:

- 1.2.1. Apology
- 1.2.2. Detention

- 1.2.3. Telling off
- 1.2.4. Letter to parents
- 1.2.5. Isolation from class
- 1.2.6. Meeting with bully and victim to agree a plan of action to solve the problem

## **2. PERSONAL PHYSICAL ABUSE**

- 2.1. This *includes* things like:-
  - 2.1.1. Spitting
  - 2.1.2. General hitting and pushing
  - 2.1.3. Punching and/or physical injury
- 2.2. **ACTION** - This kind of bullying will be dealt with through one or more of the following:-
  - 2.2.1. Parents to be contacted and invited to come into school
  - 2.2.2. Detention, either at lunch time or after school.
  - 2.2.3. Counselling.
  - 2.2.4. Service to the school community, e.g. wiping trays, litter picking, cleaning tables, etc.
  - 2.2.5. Exclusion.

## **3. TAKING OR DAMAGING OTHER PEOPLE'S BELONGINGS**

- 3.1. This *includes* things like:-
  - 3.1.1. Taking students possessions
  - 3.1.2. Demanding money from students
  - 3.1.3. Ruining work
  - 3.1.4. Wrecking belongings
- 3.2. **ACTION** - This kind of bullying will be dealt with through one or more of the following:
  - 3.2.1. Replace belongings or money
  - 3.2.2. Repairing damaged property
  - 3.2.3. Copy up any ruined work
  - 3.2.4. Parents to be contacted
  - 3.2.5. Detentions

**4. BULLYING ON THE BUSES**

**ACTION** - This will be dealt with using the School Bus Behaviour Policy, the Behaviour Policy and the sanctions already listed above.

**5. REPEATED BULLYING**

**ACTION** - Repeated bullying will be taken very seriously and may lead to exclusion.



# BULLYING

We know that there are **bullies** in every school, including ours, but it is something we will **not tolerate!**

Bullying is something you have covered in the PSE lessons so you know what could be involved.

## 1. PLEASE

- 1.1. Do **NOT** become involved in any form of bullying
- 1.2. **DO** tell someone if you are the victim of bullying

As a school we fully support the principles of the **Anti-Bullying Charter** and will take serious action against anyone involved in any form of bullying.

Remember we are very fortunate that most members of our school community are sensible and responsible individuals who find the idea of bullying, hurting, frightening, intimidating, upsetting others very objectionable. It is a cowardly act which we will not tolerate.

# Bullying - A Charter for Action

## *Notre Dame High School*

We are working with staff, pupils 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 **pupils** 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 utilises the support of the **LEA and relevant statutory/ voluntary organisations** when appropriate.

***Do NOT become involved in any form of bullying***

***DO tell someone if you are the victim of bullying***

# Ideas for schools to consider

These ideas about responding to the bullying that children and young people experience summarise the findings in the Ofsted report on good practice and in the DfES pack 'Don't Suffer in Silence'. Both of those documents draw on the effective practice that already exists in many schools. The Ofsted report contains much detail on effective practice in a range of individual schools.

- ✓ **Discuss, monitor and review**
  - Do we hold discussions on bullying and its definition involving staff, children and young people, governors and parents? (Suggested definitions can be found in the Ofsted report and in the DfES pack.)
  - Do we keep a record of the incidence of bullying according to our agreed definition, and analyse it for patterns - people, places, groups?
  - Do we ask ourselves what makes an anti-bullying school?
  - Many analyses state that bullying can be a result of feeling powerless. What is our school doing to ensure that our children and young people do not feel powerless in the school community?

- ✓ **Support everyone in the school community to identify and respond**

- Do we work with all staff and outside agencies to identify different sorts of bullying, including homophobic and racist bullying, and bullying of children and young

people with disabilities or special educational needs? Have we considered all the opportunities where the different sorts of bullying can be tackled - through the curriculum, through corridor displays, through the School Council, through peer support, through recording and reporting processes?

- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?
- Do we use the DfES anti-bullying public information film as a prompt for class and staff discussion?

- ✓ **Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively**

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we have a secure anxiety box for safe complaining?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?

- Do we involve children and young people in anti-bullying campaigns in school?

- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?

- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?

- What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?

- Do we offer sufficient support to children and young people who have been bullied?

- Do we work with children and young people who have been bullying in order to address the problems they have?

- ✓ **Ensure that parents/carers expressing bullying concerns have them taken seriously**

- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?

- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?

- ✓ **Learn from effective anti-bullying work elsewhere**

- Have we invited colleagues from a school with effective anti-bullying policies or LSU experience to talk to our staff on an INSET day for example? Have we involved the voluntary sector in any way?