

Anti-bullying Policy

**ISSR Part 3, Paragraph 10
NMS Standard 12**

Review period:	Annual
Review by:	Vice Principal – Pastoral
Date reviewed:	August 2018
Next Review:	August 2019



ANTI-BULLYING POLICY

St Joseph's College prides itself on the quality of the teaching and pastoral care provided to each of its pupils, from EYFS across to Sixth Form, including Boarding. *The Governing body has ultimate responsibility for meeting all the College's regulatory requirements, which they delegate to the Principal, supported by the Senior Leadership team. In line with good practice and as part of the Governors' due diligence, the Board of Governors' reviews this policy annually.*

St Joseph's College, as an aware employer, is committed to safeguarding and promoting the well-being of children and young people as its number one priority. Robust recruitment, selection and induction procedures operate throughout the College and extend to organisations and services linked on its behalf.

Introduction

Bullying conflicts completely with the College's Christian ethos and values, which includes respect, mutual respect and tolerance. St Joseph's College will prevent as far as reasonably practicable, any form of bullying, harassment or victimisation, by having an effective strategy in place which is properly implemented in practice.

Bullying hurts, and can result in physical, emotional, psychological damage and even suicide. No one deserves to be a victim of bullying. Everyone has the right to learn, live and work in a safe, non-threatening and secure environment. All pupils will be encouraged to TELL, staff will be encouraged to ACTIVELY LISTEN and ACT. This policy applies across the College and includes EYFS and Boarding.

1. Publication and availability

- This policy is also published on the College website
- This policy is available in hard copy on request.
- A copy of the policy is available for inspection from the Bursar during the College day.
- This policy can be made available in large print or other accessible format if required.

2. Aims of the policy

St Joseph's College is committed to:

- Implementing a written policy to promote good behaviour amongst pupils, which includes:
 - measures to combat bullying and to promote positive behaviour;
 - school rules;
 - disciplinary sanctions;
 - to ensure this policy is in line with the college's restraint and reasonable force and arrangements for searching pupils and their possessions policy.¹
- Safeguarding and promoting the well-being of all pupils
- Ensuring students, staff and parents know what constitutes bullying and how bullying will be dealt with
- Creating a safe, respectful, cooperative community with empowered, caring pupils and staff
- Taking any allegations and instances of bullying seriously
- Ensuring that bullying of any kind is unacceptable, including any form of initiation ceremony/hazing.

¹ NMS Standard 12, Paragraph 1



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- To ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.²
- Ensuring that if bullying does occur all pupils are and feel able to tell and know that incidents will be dealt with quickly and effectively
- Dealing promptly and effectively with any incidents of bullying
- Ensuring all pupils care for and support each other
- Creating an environment in which all students may learn effectively regardless of background, ability, disability and free from discrimination
- To ensure this policy and procedure is in line with the College's Cyberbullying policy
- To ensure policy and procedures are in line with DfE advice:
 - Preventing and Tackling Bullying 2014.
 - Cyberbullying 2014

3. Objectives

- To prevent bullying
- To ensure students' well-being, safety and happiness whilst studying/boarding at St Joseph's College
- To ensure students are able to achieve their potential by providing a caring, friendly and safe environment
- To ensure the College's expectations and procedures regarding bullying are clear
- To ensure practice and sanctions are consistently applied
- To educate about bullying and how to respond and prevent bullying (bully, victim, bystander)
- To comply with the aims of the Equality Act 2010, so that bullying associated with any one of the 9 protected characteristics is dealt with efficiently and effectively
- To ensure pupils with special educational needs or disabilities are not discriminated against

4. Definition of Bullying

Bullying is defined as the intentional hurting, harming or humiliating of another pupil or group by physical, emotional and verbal means (including 'banter'), in real-time and in virtual worlds, repeated over time. It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory. Bullying results in pain, distress and may cause psychological damage to the victim. Bullying can involve behaviour by an individual or group. Bullying can take many forms either directly or indirectly e.g cyber-bullying, via text messages, photographs, social media, or the internet and is often motivated by prejudice against particular groups, for example on grounds of race, religion, SEN, culture, sex, gender, sexual orientation (LGBT pupils: lesbian, gay, bisexual, transgender), disability, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Physical - pushing, kicking, hitting, any use of violence, destroying property
- Verbal - threats, name-calling, spreading rumours, teasing, sarcasm
- Emotional - gossiping, embarrassing, humiliating, excluding, tormenting
- Religious - because of, or focussing on the issue of religion
- Cultural - because of another pupil's culture/heritage
- Racial - racist taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments

² ISSR, Part 3, Paragraph 10



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- Sexist - because of another pupil's gender
- Based upon disability because of a physical or mental impairment
- Based upon SEN - for example because of a specific learning difference or disability
- Homophobic - because of, or focussing on the issue of sexuality
- Cyber- technology or virtual bullying through electronic devices, social websites, mobile phones, text messages, photographs and email – see Appendix A for the College's Cyberbullying Policy
- Related to any of the nine protected characteristics (see the College Equality Scheme)

A pupil is being bullied when another pupil (or group of pupils):

- persistently says nasty things/name calling
- teases repeatedly
- hits
- kicks
- threatens
- sends nasty notes
- sends to 'coventry'/socially isolates/excludes
- takes possessions
- spreads malicious rumours
- demands money/possessions
- makes hurtful comments about another student's physical appearance
- makes hurtful comments about another student's physical or mental ability/lack of ability
- makes racist, sexist, homophobic comments or sexually harasses
- sends abusive, hurtful, unpleasant messages via electronic means or devices through social websites, mobile phones, text messages, or email when they are in school, at home, on a school trip, or in Boarding

5. Possible signs of Bullying

Children and young people may:

- Become frightened of walking/taking the school bus to or from school
- Become unwilling to go to school
- Ask to be driven to school
- Change their route to school
- Change their usual routine
- Begin doing poorly in their school work/exhibit changes in work patterns
- Arrive late for lessons (in order to ensure teacher present) and leave late after rest of class
- Come home regularly with clothes or books destroyed
- Become withdrawn and unusually quiet or anxious
- Feign illness
- Make frequent visits to the College Nurse with a range of minor symptoms
- Have repressed body language and poor eye contact
- Become distressed, moody, withdrawn for no apparent reason
- Stop eating
- Start to experience difficulty in getting to sleep
- Start to have nightmares
- Start bedwetting
- Have unexplained bruises, scratches, cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money (to pay the bully)



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- Experience loss of self-esteem and confidence
- Continually 'lose' their pocket money
- Self-harm
- Talk of suicide or running away
- Come home starving (money / lunch has been stolen)
- Become aggressive, disruptive or unreasonable
- Bully other children or siblings
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. Preventing bullying

The College will endeavour to prevent and pre-empt bullying by:

- Teaching, promoting and rewarding appropriate social behaviour across the school: e.g. kindness, honesty, respect, tolerance, patience, courtesy and self-discipline
- Correcting inappropriate social behaviour across the school
- Ensuring bullying is included in both Prep and Senior PSHEE schemes of work
- Developing resilience through the tutorial programme, PSHEE scheme of work and assembly programme
- Using literature and drama and discussions about people's differences
- Staff challenging prejudice based language
- Ensuring strong school leadership and classroom management negates any incidents of bullying
- Reinforcing anti-bullying messages and teaching moral and spiritual values that show bullying to be unacceptable through other lessons eg English, Drama
- Supporting a 'buddying' programme for students entering the Senior School
- Supporting a 'peer mentoring' programme in the Senior School
- Promoting 'Anti-bullying week' through assemblies and linked activities
- Ensuring all staff, prefects, house parents and especially form tutors are vigilant and communicate with regard to individual students' happiness and well-being
- Delivering anti-bullying messages through assemblies given by staff and students
- Raising awareness through staff training and pastoral meetings which review any incidents of/trends in bullying and the effectiveness of our procedures for dealing with bullying
- Raising awareness of staff so that the principles of this policy are understood, legal responsibilities known, action is defined to resolve and prevent problems and sources of support are available
- Intervention, vigilance and communication from Boarding staff and College Nurse
- Reassuring students that they can approach staff to report bullying
- Encouraging students to report bullying to buddies, peer mentors, prefects, the College Nurse, or pastoral/academic staff
- Ensuring an effective staff duty rota operates both for day and boarding students
- Ensuring that information regarding any new student who has experienced bullying, is conveyed to key pastoral staff on entry to the school
- Ensuring a Student Council operates
- Ensuring the Student Code of Conduct is referenced, visible and adhered to
- The existence of a strong and experienced pastoral team



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- Visual reminders for students about where/how they can access support via a confidential and free telephone helpline e.g. Childline's confidential helpline 0800 1111.
- Ensuring that information is issued to parents and students about how to report and combat cyberbullying
- Reserving the right to investigate incidents that involve our students and that take place outside of the College, on visits and trips, on public transport
- Reminding Boarders and day pupils that this College does not tolerate any form of 'initiation ceremony' or 'hazing' at school, on trips and visits, during or after festivals, or on sports tours
- Implementing disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect
- Ensuring pupils are clear about how they can prevent bullying, including in the role as a bystander
- All areas of the College being represented at the half termly Pastoral meetings, including Boarding, Medical, Prep and Senior
- Active management of hardware, software and connectivity
- Vigilance of teachers and parents

7. Procedures for responding to bullying

The College will respond promptly and effectively to reports of bullying:

- Students may inform any member of staff that they are being bullied – if appropriate the teacher may ask the student to talk about this without asking leading questions and keep a written record for the relevant Pastoral Manager. In either instance the Head of School (Lower/Upper School), Pastoral Co-ordinators/Head of Sixth Form (Sixth Form), Deputy/Head of Prep School or Head of House/ Head of Boarding must be informed as soon as is reasonably possible to investigate.
- Incidents of bullying, or suspicion of/perceived bullying are to be recorded separately on the College's MIS (SIMS) to other incidents and in such a way that trends and patterns can be identified by key pastoral staff and the effectiveness of the approaches evaluated
- The student who has reported the bullying must be assured that they have done the right thing
- Both sides must be heard and the opportunity to write a statement, or have it scribed/translated, must be given to establish the facts
- Witness statements should be sought to ensure a balanced perspective is established
- Parents of both pupils should be informed and involved in procedures for prevention
- Needs of both the victim and bully's part should be established
- Staff should be alerted to what has taken place so that effective monitoring can take place
- The victim may need supporting with confidence-building activities and experiences and teaching/employing strategies for more assertive behaviour
- Professional help may need to be sought to support both the victim and the bully
- Conflict resolution and mediation skills may be deployed by appropriately trained staff
- A report or referral to external agencies including, the Police, the College's Designated Safeguarding Leads, or Children's Services may need to be made depending on the seriousness and nature of the bullying

8. Sanctions (see also Behaviour policy)

An allegation of bullying will be judged on its individual basis. If it is established that bullying has taken place, the College may impose one or more of the sanctions below depending on the seriousness of the bullying. Strong sanctions such as exclusion may be necessary in the cases of severe and persistent bullying. Disciplinary measures must be applied fairly, consistently, and



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reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

- The bully and the victim may be brought together by a teacher for the bully to hear the effect of what they have said or done and for the bully to formally apologise and for reconciliation if possible/appropriate to take place
- The bully may be reprimanded by the relevant Pastoral Manager
- The bully may be sent to the Head of Prep/Vice Principal Pastoral
- The bully may be sent to the Principal
- Parents may be brought into the College for a formal (disciplinary) meeting
- A letter of apology may be written by the bully
- The bully may be isolated
- Privileges may be withdrawn from the bully
- A contract to modify and support appropriate behaviour may be deployed
- The bully may be employed in alternative activities in order to occupy their time
- The bully may be given a fixed-term exclusion
- The bully may be temporarily or permanently excluded from the Boarding house
- The bully may be permanently excluded from the College
- The Principal may inform the Police or Children's Services. Bullying incidents can be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, *significant* harm'.
- The Vice Principal will similarly inform the BSA on cases that involve peer on peer abuse irrespective of whether the individuals involved are boarders or not.

9. EYFS

The youngest children are all encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Nursery Manager is in day-to-day charge of the management of behaviour in the Nursery, as is the Reception teacher in the Reception Class.

Children are taught why some forms of behaviour are unacceptable and hurtful to others. Sanctions are rarely imposed but occasionally, a child may be brought to see the Infant & EYFS Manager/ Head of Prep who will explain the inappropriateness of a particular action and introduce a more correct choice. Parents are always informed when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's Teacher and the Nursery Manager to agree a joint way of handling the difficulty.

10. Boarding

Bullying in Boarding is not tolerated. There is a comprehensive duty rota of staff to ensure appropriate supervision and staff are always vigilant and alert to signs and possible issues regarding bullying. Students and staff in Boarding are given Handbooks which reiterate that the College does not tolerate any form of bullying and which detail the large number of staff available to talk to, should a student have any concerns about bullying. Any incidents of bullying in Boarding are recorded separately. Boarding staff are aware that there is more potential for bullying to take place in Boarding given its residential nature.

Boarders can contact their parents/carers and families in private and the College facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor



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and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.³

11. Monitoring

A clear picture of bullying incidents, including the impact on bullying on individual children throughout the College is maintained and monitored to ensure a holistic picture is maintained between different aspects of College provision such as teaching, boarding and health care.

References and guidance:

- A. "Preventing and Tackling Bullying", DfE, July 2017
- B. ISI Handbook for the Inspection of Schools: The Regulatory Requirements, September 2018 (<http://www.isi.net/home/>)
- C. Reference Guide to the key standards in each type of social care service inspected by Ofsted (Reference 080117) (<http://www.ofsted.gov.uk/>)
- D. The Early Years Foundation Stage Statutory Framework 2014, (<http://www.foundationyears.org.uk/eyfs-statutory-framework/>)
- E. "Bullying": An ISC Child Health and Wellbeing Working Party Guidance Update Five
- F. "Where You are NOT Alone" <http://www.bullying.org/>
- G. "Cyberbullying" A briefing note on the ISBA website by Farrer & Co
- H. "Child Protection and New Technologies" - Childnet International <http://www.childnet-int.org/>
- I. "[Cyberbullying Guidance: Supporting School Staff](http://www.childnet-int.org/)" - Childnet International <http://www.childnet-int.org/>
- J. DfE - Cyberbullying: Advice for headteachers and school staff 2014
- K. DfE Advice for parents and carers on cyberbullying

³ NMS Standard 4, 4.1

