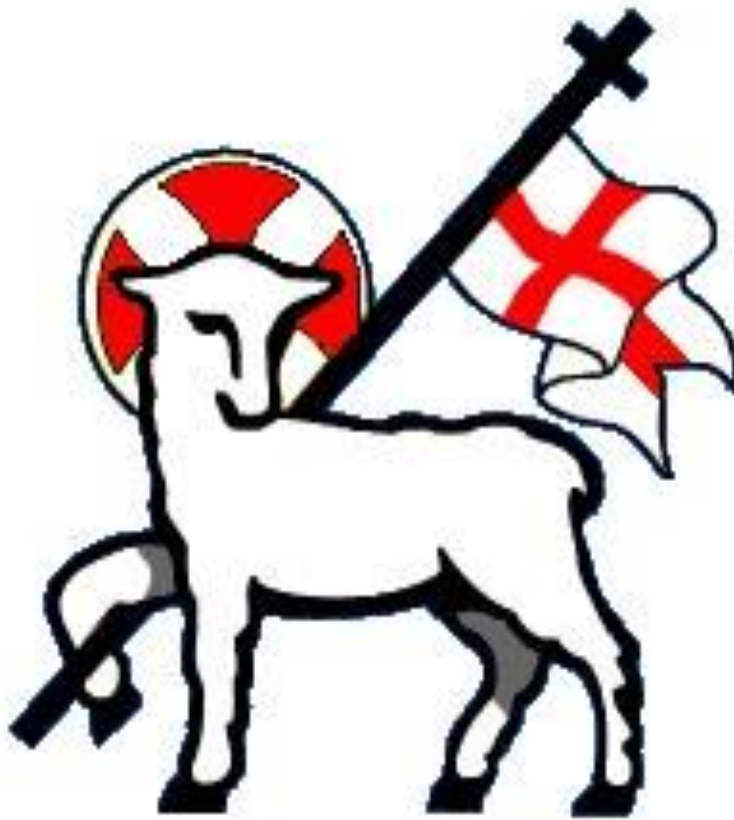


# **St. John Baptist Church in Wales High School**



Anti-bullying policy



**St. John Baptist Church in Wales High School**



## **SCHOOL POLICY ON BULLYING**

The policy is designed to be consistent with, and to reinforce, the Christian values on which the school is founded. The policy is a means of addressing the fundamental Christian ideals of caring for one's neighbour and encouraging pupils to be aware of the needs of others.

To be successful in achieving the aim of preventing bullying amongst pupils, it is essential that all at the school, pupils, staff, parents, clergy and governors are aware of the policy, its development and application.

All teaching and non-teaching staff, including lunchtime supervisors should be alert to signs of bullying and act promptly and firmly. Any failure to respond will be seen by pupils as tolerating bullying.

The School will seek to maintain discipline and good conduct to secure an orderly learning environment so that teaching and learning can take place and develop, in pupils, consideration and respect for themselves and others

### **RATIONALE**

Our vision at St John Baptist CIW high school is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school.
- Helping pupils towards an understanding of what is right and wrong.
- Supporting everyone in forming good relationships with adults and peers.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

### **DEFINITION OF TERMS**

What is bullying?

St John Baptist CIW High school adopts the following definition of bullying:

Bullying can be defined as an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Procedures should be clearly outlined (e.g. including bullet points and examples) and deal specifically with incidents of bullying and who will deal with them (i.e. teacher; Learning Manager or Headteacher). Procedures could include:

- talk to bullying victim
- talk to alleged bully
- design coping strategies for the victim to avoid the situation
- alert teachers as to the issue
- allow the victim and bully to meet and discuss issues leading to conflict resolution
- sanctions on bully (contact home; detention; internal exclusion; exclusion)

Every case is different and will require different solutions; however the policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

## **ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING**

### **Verbal Bullying:**

Calling names, teasing, taunting, threatening, insulting and making offensive remarks [including sexist homophobic and racist comments] are all included in this type of bullying.

### **Physical Bullying:**

Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying.

### **Social Bullying:**

Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying literature about a person.

### **Onlinebullying**

Onlinebullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Onlinebullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for onlinebullying is huge. Several types of onlinebullying have been identified:

**Text message bullying** involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of onlinebullying and is now a criminal offence. **E-mail bullying** involves sending threatening messages often under a false name or using someone else's name on which to pin the blame.

**Social media and on line bullying** involves sending menacing or upsetting responses to children when they are in a web-based chat room.

***Bullying via websites*** includes the use of defamatory web logs [blogs], personal websites and online personal polling sites. There has also been a significant increase in **social networking sites** for young people such as Snapchat, Facebook, Ask.FM, KIK and Twitter which provide further opportunities for online bullying.

**Damage to Property:**

Intentionally damaging other people's property; graffiti.

**Bullying incidents on the basis of protected characteristics as identified in Equalities Act (2010)**

**Disability / Special Needs / Medical condition**

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need

**Gender Identity (Transphobic Bullying)**

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)

**Race / Ethnicity**

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)

**Religion / Belief**

Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief

**Sexual Orientation**

Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates:

**Homophobic bullying**

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- Young people who identify as lesbian, gay or bisexual (LGB), now LBGTQIA, although this may change again
- Young people who are perceived by others to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual.

### **Biphobic bullying**

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people".

### **Peer-on-peer sexual harassment**

This includes (but is not limited to) physical and sexual abuse, sexual harassment and violence, emotional harm, on and off line bullying, teenage relationship abuse.

### **Sex (Gender)**

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

Incidents on the grounds of protected characteristics could constitute a criminal offence ie Hate Crime.

*A Hate Crime is defined as a criminal offence..... which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender.*

Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or life style choice, (for example Goths), then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available.

Hate Crime or Hate Incidents may include –

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Onlinebullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions

Most Hate Incidents within schools are most effectively managed via the Anti-Bullying Policy and with a restorative practice approach. Serious Hate Crimes may be reported as outlined below –

Hate Crimes or Hate Incidents may be reported to the Police on 101 or 999 in an emergency. All victims of Hate Crime are appointed a specially trained Hate Crime Support Officer. 12



Hate Crimes or Hate Incidents can also be reported to the Official National Hate Crime Report and Support Centre for Wales. This is a confidential reporting and support service run by Victim Support. 0300 30 31 982 (free 24/7)  
[www.reportheate.victimsupport.org.uk](http://www.reportheate.victimsupport.org.uk)

Victim Support has been funded by the Welsh Government to increase the reporting of hate crimes and hate incidents across Wales and to offer support to victims of these offences. Working with other organisations such as the Police, Victim Support can be pro-actively preventing further hate offences through local and national targeted interventions. Hate incidents and hate crimes are under-reported. We need to understand the problem so that the right decisions can be made to stop people from becoming the next victim.

- People in immediate danger should call the Police directly by dialling 999, or 101 for non-emergencies.
- Victim Support can be contacted directly on (Free) 0300 30 31 982 (24/7). Calls are treated confidentially and there is the option to remain anonymous.
- Reporting online is available at [www.reportheate.victimsupport.org.uk](http://www.reportheate.victimsupport.org.uk)

*'Mate Crime'* is when someone has been targeted by so-called *'friends'*, usually because of a learning disability. Victims are often exploited for their money, accommodation or possessions.

## **AIMS AND OBJECTIVES**

The Aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable and explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole e.g. through PSE.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.
- School also intends:
- To involve the School Council in any planning, discussion and dissemination of any work related to anti-bullying.
- To have in place an anti-bullying support system, that all staff and students understand and to apply the system consistently.
- To regularly monitor and review the policy.

## **PRACTICE AND PROCEDURES**

### **What we do to prevent bullying?**

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules. All members of the school community are expected to report incidents of bullying. This includes incidents of bullying on the journey to and from school. The Police Liaison Officer may be involved. 1 Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the

children in their care and are expected to build up a relationship involving mutual support, trust and respect.

Staff should:

- Provide children with a framework of behaviour inside their classroom supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model.
- Raise awareness of bullying through role play, discussion, school council, PSE, RE.
- Learning Managers are responsible for the monitoring of bullying.

## **2 Parents/carers**

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child is enjoys and is safe in school:

- Support us in helping us meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.
- Parents should report incidents of bullying and be as specific as possible about what your child says has happened.
- Make notes about agreed action.
- Stay in contact with school.
- Contact the Headteacher if not satisfied.
- If this does not help, follow the school's complaints procedures.
- Contact the Director or Diocesan Director of Education.

## **3 Governors**

Governors:

- Support the Head Teacher and the staff in the implementation of this policy.
- Monitor the policy.
- Undertake appropriate training if required.

## **4 Students**

Students must:

- Support the Head Teacher and staff in the implementation of this policy.
- Be involved in the monitoring and review of the policy.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Report all incidents of bullying to learning manager.
- Be aware of support available for those involved in bullying.



## **Preventative Measures**

- Good behaviour, respect for each other, care for others are stressed in assemblies, form periods, registration PSE and in all lessons. The teachings of the Church should be the basis of care for others in a community.
- The PSE Programme contains a module which deals with bullying in all its different forms and how these will be dealt with at St. John's.
- The intention is to make pupils aware of how bullying can affect individuals, and how to prevent it from happening in the first place.
- Pupils will be encouraged to report incidents of bullying. This again will be stressed at every opportunity so as to reassure pupils that there will be "no risk of blame" for reporting incidents.
- Pupils will be encouraged to talk to form tutors, subject teachers, Learning Managers, Leadership Group and senior pupils. All incidents must be formally reported to the appropriate Assistant Head in charge of a section of the school or the Learning Manager of the year group.
- Staff will be briefed about incidents of bullying and will be watchful for possible warning signs in pupils e.g. distress, isolation, irregular patterns of attendance; unexplained illnesses, changing standards of work, unusual behaviour.
- All teaching and non-teaching staff must be alert to the opportunities for bullying in "high risk" areas, playgrounds, toilets, changing rooms and school 'buses.
- Pupils will be encouraged from time to time to reinforce the idea of bullying free zones around school, e.g. through School Council Assemblies.

## **Action to be taken following a report/complaint of bullying**

- All incidents of bullying must be recorded by the appropriate Learning Manager or member of Leadership Group to whom the incident was reported.
- The Learning Manager will deal with the incident, except where the incident is of a particularly serious nature or involves abuse which puts a child at risk, or when an allegation is made by a pupil against a member of staff. In such cases the incident must be reported to the Assistant Headteacher in charge of Safeguarding/Child Protection or to the Head teacher.
- All incidents of bullying which are disclosed by pupils to form tutors, support staff or teaching staff must be reported to the appropriate Learning Manager or other member of the Leadership Group so that incidents can be monitored.

- Sanctions will be issued in accordance with the School Discipline Policy and might involve detentions, written punishment, and withdrawal of privileges, extra duties, and exclusion from school.
- In addition to the support strategies for the victim of bullying and measures designed to prevent repeat of an incident of bullying, the underlying cause of the bullying must be investigated also. The bully will be the focus of investigation, in terms of the under-lying cause of the incident, and remedial action will be taken as appropriate. Pupils are referred if appropriate external agencies such as Eye-to-Eye counsellors.
- Parents informed if deemed to be necessary.

INCIDENTS	TO BE DEALT WITH BY:	ACTIONS / SANCTIONS
<b>Individual Incident</b> <i>(accepting an Individual incident can be classed as a bullying incident)</i>	Form Teacher Subject Teacher Duty/Support Staff  <i>(to be reported to Learning Manager)</i>	<ul style="list-style-type: none"> <li>• Child(ren) to be placed in a safe location.</li> <li>• Incident to be investigated to obtain the facts of the incident.</li> <li>• Interviews with pupils concerned to discuss causes and effect.</li> <li>• Written record to be made.</li> <li>• Record to be placed in pupil's file.</li> <li>• Parents informed of the incident.</li> <li>• Pupils to be counselled to emphasise the expectation of good caring behaviour towards others.</li> <li>• Sanctions according to guidelines laid out in other school documents relating to discipline and a code of conduct.</li> </ul>
<b>Individual incident of a more serious nature</b> <i>(e.g. physical assault)</i>	Learning Manager, Assistant Headteacher,  Deputy Head or  Head-teacher	<i>As above and:</i> <ul style="list-style-type: none"> <li>• Parents and pupils interviewed.</li> <li>• Conditions set to avoid any repetition.</li> <li>• Possibility of fixed term exclusion.</li> </ul>

<b>Persistent Incidents of physical or mental bullying</b>	Assistant Headteacher,  Deputy Head or  Headteacher	<i>As above and:</i> <ul style="list-style-type: none"> <li>• Referral to other agencies eg LA, Eye to Eye, Clergy, Schools Psychological Services, School Nurse where appropriate and the possible use of a Pastoral Support Programme.</li> <li>• Situation monitored by staff through raising awareness of incidents at staff briefing.</li> <li>• Possibility of being placed on report.</li> </ul>
<b>Persistent and More Serious Threatening Behaviour</b>	Deputy Headteacher or Headteacher	<i>As above and:</i> <ul style="list-style-type: none"> <li>• Very close monitoring of the pupils involved.</li> <li>• Pupils on report.</li> <li>• Parental involvement in remedial action and the use of sanctions - as set out in the discipline code.</li> <li>• Referral to other agencies such as those mentioned above, or even the Police if incidents warrant this.</li> <li>• The use of Pastoral Support Programme and exclusion - which could be permanent if the welfare of others at the school is at risk.</li> <li>• Involve LA linked to statutory bullying returns</li> </ul>