

CARDINAL NEWMAN CATHOLIC HIGH SCHOOL

ANTI-BULLYING POLICY

Cardinal Newman Catholic High School is determined that attitudes and behaviour which prevent us from living by our aims and core values should be actively discouraged and challenged on every level. Bullying is one such behaviour that individuals or groups will use to intentionally hurt or harm another within our community. Cardinal Newman Catholic High School has developed a whole school approach to encourage both adults and children to create an environment where bullying is not tolerated. Every member of our school community has the right to be treated with respect and care.

We are committed to

- Provide an environment conducive to the establishment of Christian faith and the adoption of sound moral and ethical values where school is “no place for bullying”.
- Encourage in each student a desire to achieve to their full potential in all areas of school life – spiritual, academic, creative, physical and emotional and create a positive culture, which both prevents and tackles bullying.
- Provide an education that equips our students to live and work confidently, effectively and wisely in a complex and changing world eg ‘Go Green’.
- Produce well-rounded, happy, capable, tolerant, compassionate people who recognise their self-worth.
- Provide opportunities for the growth of self-esteem, leadership and a sense of social and environmental responsibility.
- Be a school that values excellence and provides avenues for students from a range of abilities and interests to achieve excellence.
- Be a school that functions well, offering strong academic, vocational, sport, cultural and extra-curricular programmes in a safe and disciplined environment.
- Be a school that encourages mutual respect, partnership, the maintenance of healthy relationships and appreciate all the members of the community – staff, students, parents/carers, parish and the wider community.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school (see Appendix 1). This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Expectations

We expect **all** members of the school community to treat others with dignity and respect. This principle is embodied in these following whole school expectations:

- No physical violence
- No verbal abuse, in particular, no abuse based on gender, race, sexual orientation, disability or religious belief
- No disruption to learning
- No behaviour which is detrimental to the health, safety, well-being or reputation of the school community. In particular, no illegal substances may be brought in to school.

Cardinal Newman Catholic High School has a duty to protect all members of its community from bullying. We are committed to prevent bullying and to deal with bullies.

What is bullying?

Bullying is behaviour by an individual or group, usually repeated over time, which is intended to hurt, threaten or frighten someone. The victim(s) finds it difficult to defend themselves against the perpetrator as there is a perceived imbalance of power. Groups or individuals, either in private or in public can bully against others. Although some people can shrug bullying off, others will feel isolated, feel to blame and suffer from a sense of powerlessness and low self-esteem. Bullying that persists can affect academic performance and cause long term damage to social and emotional development.

Bullying can be:

- PHYSICAL – Hitting, kicking, punching, taking belongings, any unwanted physical contact
- VERBAL – name-calling, racist remarks, homophobic/sexist remarks, saying unpleasant things about people’s family and friends. The definition of a racist incident, as given by Sir William MacPherson in his report on the Stephen Lawrence Inquiry – “A racist incident is any incident which is perceived to be racist by the victim or any other person.”
- INDIRECT – spreading nasty rumours, making allegations, leaving someone out, nasty gestures
- EMOTIONAL – threatening, intimidating, putting pressure on others to conform
- CYBER – verbal, indirect and psychological through computer websites, messaging services, mobile phone texts and photos

School Strategies to prevent bullying

- Regular promotion of our anti-bullying culture in lessons and assemblies that will also promote raising of self-esteem and confidence
- Efficient patrolling by staff both inside the classroom and outside around the site
- Use of technology – see website for the Sharp System
- Provision of Key stage areas at break/lunch times
- Staff controlling seating arrangements within the classroom and being vigilant within the school environment
- Involvement of pupils in anti-bullying events and procedures, School Council, Guardian Angels and vigilance from older pupils
- Clear procedures to deal with bullying for all staff to follow – referrals made should be logged and followed up by key staff
- Re-siting of “Tell Me Box” to school Library for pupils to write down and post any bullying issues
- Use of CCTV to help with prevention of bullying and investigations after cases of bullying

What happens if a pupil is being bullied?

Cardinal Newman Catholic High School encourages all people who are being bullied to “tell”. We are a telling school (see Appendix 1). Tell an older pupil, friend, any teacher, family member or colleague. We will listen to people who are being bullied and help them to report the incident. Confidential meetings will exist where required to help create a climate of trust. If someone witnesses bullying then they must not join in or encourage the bullying to continue. Members of our community should report the incident as soon as possible, preferably to an adult. Pupils should also encourage other pupils to report bullying to a teacher - “do not keep it to yourself”.

Adults in our community share the responsibility for the prevention of bullying and for responding to incidents of bullying. No incidents of bullying should be ignored and correct procedures should be followed. If a pupil is being bullied then the incident should be taken seriously and investigated.

Witness statements must be written by both victim and perpetrator(s) and any others who witnessed any event or are referred to by victim/perpetrator. Key member(s) of our Pastoral team staff will investigate the information and determine a reasonable and proportionate outcome. Appropriate sanctions will be issued and records kept (see STAGED RESPONSE TO BULLYING BEHAVIOURS).

What is online or cyberbullying?

In cases of cyber bullying we advise all evidence is saved and presented for investigation.

Cyberbullying is becoming increasingly common. Unlike other types of bullying it can happen anytime anywhere – a child can be bullied when you might think they are safe, for example when they are alone in their bedroom. It can feel like there’s no escape.

Children may know who’s bullying them online or they may be targeted by someone using a fake or anonymous account. **4500 young people** talked to Child Line about online bullying in 2014.

Cyberbullying includes:

- Sending threatening or abusive text messages
- Homophobia, racism or sexism
- Making silent, hoax or abusive calls
- Creating and sharing embarrassing images or videos
- ‘Trolling’ – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations

Serious cases of cyberbullying will be referred to the police.

Form tutors have a major role to play as they have frequent contact with pupils and often build up relationships based on trust and support. In the majority of cases, both sets of parents should be notified of the incident. They should be informed how it is being handled and by whom. Reconciliation should be attended firstly between the main parties (the pupils). If this is unsuccessful then parents may be further involved. Restorative Justice measures may also be used. See Appendix 3.

SANCTIONS

Sanctions will be reasonable and proportionate and will follow the school's Behaviour and Discipline policy. All cases of reported bullying will require resolution. Pupils will be expected to serve the sanction as set. All incidents will be recorded on Behaviour Watch, followed up and, where appropriate, will be referred to senior staff. For bullying found to be on the grounds of race, religious belief, sexual orientation, gender or disability the school report this data to the Local Authority. And in serious cases of racist/homophobic bullying the school will, where necessary, report the incident to the Police.

STAGED RESPONSE TO BULLYING

For minor incidents of a non-persistent nature staff may give one or more of the following:

STAGE 1

- Verbal reprimand
- a detention
- loss of social time
- recorded at Level 1 on Behaviour Watch

STAGE 2

- For repeated cases sanctions will include further and increased detention and may lead to Supervised Study. This will be recorded at Level 2 on Behaviour Watch. A report for behaviour may also be considered necessary

STAGE 3

- For persistent and/or serious cases sanctions will include on site/off site exclusion and possibly even permanent exclusion. These cases will be recorded at Level 3 on Behaviour Watch. There may be an interview by a panel of Governors which pupil and parent will be expected to attend.

If necessary and appropriate the police will be consulted. In cases of Racist/Homophobic/Gender/Disability/Religious Beliefs bullying the Local Authority will be notified.

Outcomes

1. The pupil(s) exhibiting bullying behaviours(s) may be asked to genuinely apologise. Other consequences may take place e.g. Detention, Supervised Study, depending if Stage 1 or Stage 2
2. In serious cases, Stage 3 exclusion will be considered – temporary and/or permanent

3. Where possible, the pupils will be reconciled
4. After the incident/incidents have been investigated and dealt with, cases will be monitored to ensure repeated bullying does not take place.

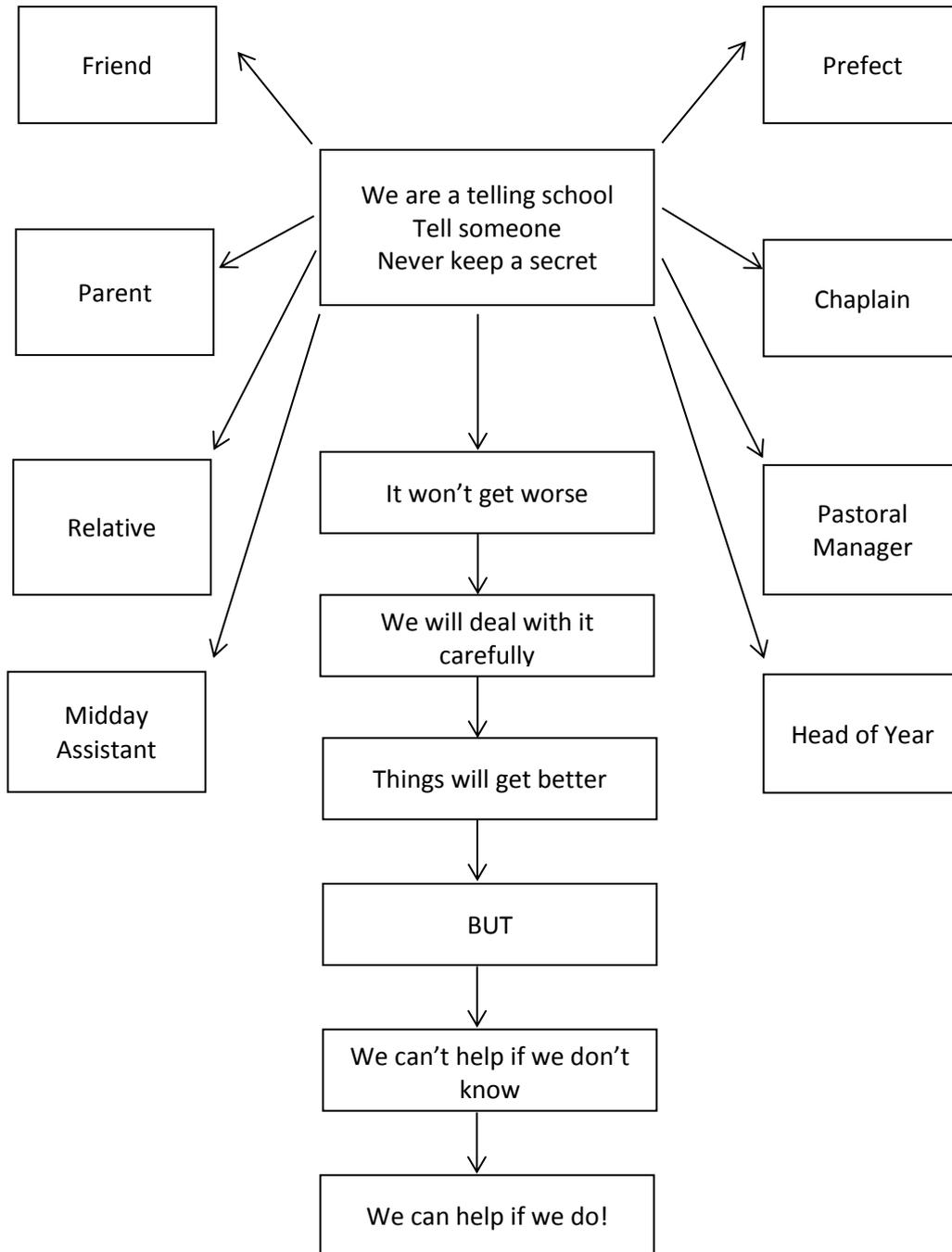
SUMMARY OF APPROACH

1. Report bullying incidents to staff
2. Incidents will be recorded by staff
3. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly. Witness statements will be requested. Pupils will be interviewed by Pastoral Staff
4. An attempt will be made to help the parties involved to change their behaviour
5. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
6. If necessary and appropriate, police will be consulted

Prevention

- We will actively promote that pupils must report incidents of bullying
- Bullying is covered by many subjects in the curriculum
- Anti-bullying week is a whole school focus

TELLING SCHOOL



APPENDIX 2

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

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

APPENDIX 3

Dealing with bullying

Restorative Justice

Restorative Justice is an approach used to address harmful behaviour and conflict in a community. The approach sees wrongdoing as essentially a violation of people and relationships.

The principles of Restorative Justice are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and those affected by the incident are involved in the reparation process.

Understanding the idea of 'harm' is important to understanding 'Restorative Justice'. Restorative Justice approaches are a positive way of dealing with inappropriate behaviour including bullying. Rather than using blame and punishment, those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

In situations where bullying has occurred, whether we have been harmed or have caused harm to others, we have needs. Identifying what these needs are and getting them met is more likely to help resolve the situation satisfactorily.

For example:-

What I need when I have been harmed:

Someone to listen

Space to think about the event and to calm down

A chance to ask 'Why me?' 'What did I do to deserve it?'

If external agencies are involved or formal investigation is being undertaken, I need to be kept informed of progress

I want the person who has caused the harm to understand and acknowledge the effect of their actions on me and anyone else affected

A sincere, spontaneous apology

If possible, for things to be put right

Reassurance that it won't happen again

A sense of justice

A sense of being able to put it behind me and of feeling more in control of my life

What I need when I have caused harm to another person:

Time to think

For someone to listen to my story

To be able to explain to myself and the other person why I did what I did

A chance to apologise

To be able to put things right

Reassurance that the matter is finished and that I can move on

For the Restorative Justice approach to work certain guidelines need to be adhered to. These are:

All people should be treated with respect
Feelings, needs and rights should be considered
The importance of communication is recognised
There is a willingness to listen to another's viewpoint or perspective
The focus is on solving problems
All those affected by an incident are involved in a decision about the way forward
As far as possible, the physical and emotional harm is repaired

Restorative Justice is one approach that can be used effectively in bullying situations. The aim is to teach the young person to take responsibility for the impact of their behaviour on other people. It is "An invitation to join in conversation so that we may support and learn from each other."
(Howard Zehr 2002)