



De La Salle  
School

# ANTI-BULLYING POLICY

Status	Recommended
Responsible Governors' Committee	Behaviour and Welfare
Responsible Person	Mr P Hale
Ratified Date	Oct 2018 (updated Sep 2019)
Review Date	Oct 2020



## DE LA SALLE SCHOOL ANTI-BULLYING POLICY

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### Statement of Intent

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At De La Salle in accordance with our School Mission, we aim to provide a safe, caring and friendly environment for all of our students so that they may learn effectively, improve their life chances and maximise their potential.

We expect all students to feel safe in school and to have an understanding of the issues relating to safety, such as bullying. We also want our students to feel confident to seek support from school staff and their peers should they feel unsafe

### Rationale

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De La Salle is completely opposed to all forms of bullying and will not tolerate it, under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment, free from harm. They also have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour. Preventative measures ensure that bullying is a rare occurrence at De La Salle. The school uses many measures to prevent bullying including raising awareness, pastoral support, excellent classroom management, effective supervision by adults in unstructured times and the promotion of positive interpersonal relationships. Additionally, the school has strong community links with parents/carers, residents, transport providers, Community Police Officers and local primary schools which supports its ethos and stance against bullying. Our Anti Bullying Policy has been produced using information gained from our Safer Students Group, an age appropriate version of their rationale can be found in Appendix 1.

De La Salle School believes that:

- All students have the right to learn free from intimidation and fear
- The needs of the victim are paramount
- Bullying behaviour will not be tolerated
- Students who have been bullied will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

### Definition of Bullying

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'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour in that

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when young people with disabilities are involved. If the victim might be in danger, then intervention is immediate

## **Bullying can include:**

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet, inappropriate use of social media
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours about the student or his/her family
- excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the passive bystanders or 'accessories' and this can also constitute bullying

## **Specific types of bullying include can be related to:**

- race, religion or culture
- special educational needs or disabilities
- appearance or health
- sexual orientation – homophobic or biphobic bullying, including use of homophobic or biphobic language
- gender identity – transphobic bullying, including use of transphobic language
- young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying. All forms are taken equally seriously at De La Salle and dealt with appropriately.

Certain groups of students are known to be particularly vulnerable to bullying by others. These may include students with additional educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender.

## **Reporting and Responding to Bullying**

De La Salle School has clear systems for reporting bullying. The whole school community (including staff, parents/carers, children and young people) is made aware of this via the school's website, information sent to parents/carers, assemblies, form time, PSHE work and the school curriculum.

## **Responsibilities of all stakeholders**

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### **De La Salle School Staff will:**

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with all classes, including the effects of bullying
- Listen and take time to talk to students/colleagues who disclose bullying, take what they say seriously and investigate the situation

- Report suspected bullying through the appropriate pastoral/safeguarding channels
- Display anti-bullying messages throughout the school
- Seek support from outside agencies if required
- Be a good role model
- Show all students and colleagues respect and treat all equally and fairly
- Be consistent with consequences for bullies
- Be sensitive when dealing with bullying issues
- Communicate effectively with all involved in working with the victim, include parents/carers even if there is little to report
- Boost self-esteem by praise, compliments and encouragement
- Safeguard all those who report bullying
- Use systems in place such as buddying, peer mentors, counsellors, restorative approaches
- Ensure that unstructured times are supervised with staff strategically placed

#### **De La Salle students will:**

- Tell a trusted adult. Don't suffer in silence
- Keep a diary (using the 4 Ws – who, what, where, when) to help staff deal with incidents
- Be a good friend to all who need one
- Walk away from dangerous situations or places
- Never join in with bullying behaviour
- Walk away from bullying and report it immediately
- Tell the truth about incidents / situations

#### **De La Salle School parents/carers will:**

- Inform the school of any suspected bullying, even if it is not their child
- Co-operate with the school and work together to prevent any long term damage from the effects of bullying
- Advise children not to retaliate with violence in any situation
- Encourage their child to report bullying to a member of staff using the 4 Ws – who, what, where, when
- Be non-judgemental and objective in their views, understanding there are two sides to every situation
- Allow the school time to investigate fully and be respectful of school decisions
- Be sympathetic and supportive towards their child and reassure them ensuring that their child understands that the bullying is not their fault
- If your child has been accused of bullying others, work in co-operation with the school and listen to the evidence
- Keep a written record of any reported incidence of bullying

#### **Procedures**

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All reported incidents are taken seriously and investigated involving all parties as outlined below:

- Interviewing of all parties
- Written statements taken
- Informing parents of ongoing incidents
- A range of responses appropriate to the situation utilised: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Appropriate school sanctions applied
- Follow up by the named person, keeping in touch with the person who reported the situation, parents/carers and staff
- Support for the victim and the bully
- Monitoring of the situation

- Named person for the victim to report any further incidents for continuous ongoing support
- Reporting to Police, Careline etc as may be appropriate

### **Bullying outside school premises**

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If an incident of bullying, involving De La Salle School students, outside of the school premises is reported, this will be investigated as above and appropriate action will be taken. This may involve internal school sanctions, advising parents/carers to inform the Police of incidents, or supporting them and their child in seeking other outside agency support

Links with other De La Salle School policies

Behaviour for Learning Policy

Safeguarding

E-safety Policy

Home/School Agreement

### **NAME(S) OF KEY PERSONNEL & TITLE:**

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Mr A.Rannard Headteacher

Mr P. Ross Deputy Headteacher(Safeguarding Lead)

Mrs A De'Ath Senior Teacher (Assistant Safeguarding lead)

Mr P Hale Deputy Headteacher (Student standards)

Policy updated: September 2019

Ratified: to be ratified October 2019

Date of next Review: October 2020

## Appendix 1

### Safer Student Group – Anti-Bullying Expectations

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#### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. 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. This means that **anyone** who knows that bullying is happening is expected to tell the staff, or members of the Pupil Listening Service.

#### What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. It may be described as Several Times On Purpose (STOP). Bullying results in pain and distress to the victim.

*Bullying can be:*

<i>Emotional:</i>	being unfriendly, excluding, tormenting
<i>Psychological:</i>	(e.g. hiding books, threatening gestures, damage to property)
<i>Physical:</i>	pushing, kicking, hitting, punching or any use of violence.
<i>Racist:</i>	racial taunts, graffiti, gestures
<i>Sexual:</i>	unwanted physical contact or sexually abusive comments
<i>Homophobic:</i>	because of, or focussing on the issue of sexuality.
<i>Verbal:</i>	name-calling, sarcasm, spreading rumours, teasing.
<i>Cyber:</i>	all areas of internet, such as social network, email and internet chat room misuse, mobile threats by text messaging and calls, as well as the misuse of associated technology, i.e. camera and video facilities.
<i>Group to individual:</i>	where a group of pupils' inconsiderate behaviour has an adverse impact upon an individual.

#### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. It is not the victim's fault. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

#### Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

#### 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 another child)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen/ money for dinner card used in other ways)
- 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.

### **Procedures**

- Report bullying to any staff, or the Listening Service
- In cases of serious bullying, the incidents will be recorded by staff
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the instigator of the bullying to change their behaviour
- Any sanctions will be carefully considered in the content of the given situation
- Reconciliation will also be considered, if possible and appropriate

### **Outcomes**

- The perpetrator may be asked genuinely to apologise. Other consequences may take place
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## Labelling

Wherever possible, pupils should not be labelled as 'bullies', but taught to understand when their behaviour has become bullying. Labelling pupils can cause resentment and is less likely to lead to reconciliation.

## Prevention

We use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- looking at school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class in form time or assembly
- making up role-plays
- having discussions about bullying and why it matters
- promoting anti-bullying week
- addressing the issue as part of the Y6 to Y7 transition programme
- EPR schemes of work
- 'drop-in' sessions with the Pupil Listening Service
- discussions with the School Council
- consulting pupils via questionnaires and to monitor the situation
- building up pupil confidence and assertion to speak out and combat bullying

## Help Organisations

Advisory Centre for Education (ACE)

Children's Legal Centre

KIDSCAPE Parents Helpline (Mon.-Fri. (10am to 4pm)

Parentline Plus

Youth Access

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Childline 0800 1111

Anti-Bullying Alliance [www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

Child Exploitation and Online Protection (CEOP) [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Visit the 'Kidscape' website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

*Thanks are offered to 'Kidscape' for offering to be the source of this policy.*