

ST. BENEDICT'S COLLEGE



ANTI-BULLYING POLICY

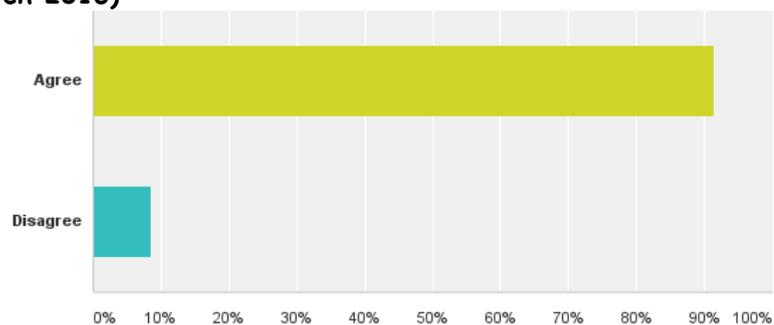
INTRODUCTION

The United Nations Convention on the rights of the child states that, “**children have the right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation**”. Part of this right is to be free from bullying by peers or adults in the school environment.

In St. Benedict's we are committed to providing a caring and safe learning environment for all our pupils. **Bullying is unacceptable and will not be tolerated at our school.** If bullying does occur we expect pupils to **TELL** a teacher who will **LISTEN** and deal with incidents quickly and effectively. Anyone who knows that bullying is happening is expected to **TELL** a member of staff. **Pupils are encouraged to think of “TELLING” as positive behaviour.**

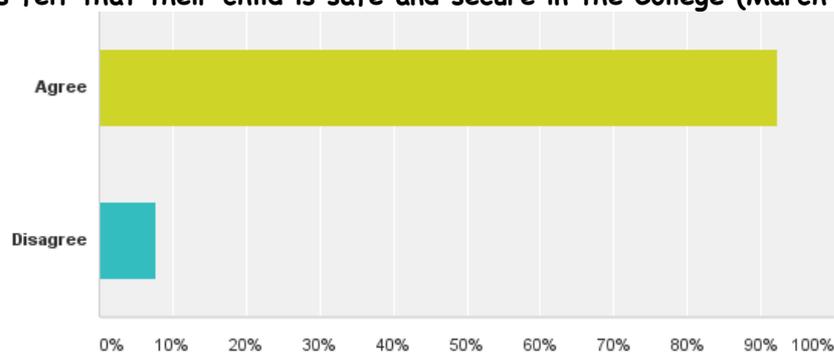
RATIONALE

It is a basic entitlement of all children and young people that they receive their education free from humiliation, oppression and abuse and everyone in our school community has a responsibility for creating a caring ethos where the well being and safety of our pupils is our primary concern. **Over 91% of pupils surveyed felt that if they had a concern or an issue that it would be dealt with. (March 2016)**



In St. Benedict's bullying in any form will not be tolerated and we will do everything in our power to counter it. All pupils have the right to feel safe and feel that school is a place where they can be free from any form of harm both physical and emotional. Pupils should also feel that in the event of bullying they will be listened to, supported and protected.

92% Parents felt that their child is safe and secure in the College (March 2016)



A DEFINITION OF BULLYING

Bullying is the use of aggression with the intention of hurting another person, and which results in pain and distress to the victim.

Bullying can be:

Physical

Pushing, kicking, hitting, pinching or any use of violence

Verbal

Name-calling, sarcasm, spreading rumours or teasing

Written and Cyber

Texting, using websites

Emotional

Excluding, tormenting (hiding books, threatening gestures)

Sexual

Unwanted physical contact or abusive comments

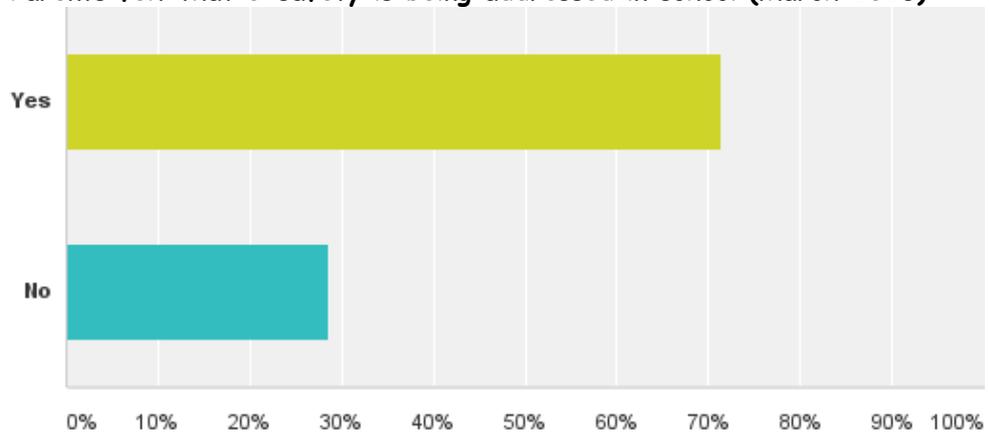
There is no typical bully and no typical victim. They are of both sexes, come from all types of background and are found in all age groups. Boys tend to be more physical while girls often use more subtle tactics such as ostracisation.

SIGNS AND SYMPTOMS OF BEING BULLIED

It is important for staff and parents to be aware of the signs and symptoms which may be an indication that a child is being bullied. Teachers/ parents should investigate if a child:

- Is frightened of walking to and from school
- Is unwilling to go to school
- Begins to do poorly in school work
- Becomes withdrawn or starts stammering
- Regularly has books or clothes destroyed
- Becomes distressed or stops eating
- Cries easily or has nightmares
- Becomes disruptive or aggressive
- Has possessions go missing and money lost
- Starts stealing money (to pay bully)
- Has unexplained bruises, scratches, cuts etc.
- Erratic attendance, "running away" behaviour

71% of Parents felt that e-safety is being addressed in school (March 2016)



SCHOOL ORGANISATION

1. The most effective way the school can deal with bullying is through preventive work and by having procedures in place to detect, record and deal with bullying.
2. Staff in St. Benedict's frequently remind pupils that bullying is unacceptable and that if it occurs it will be dealt with quickly and effectively.
3. Each class in the School has a P.D. period once a week KS4 once a fortnight. The programme aims to develop a positive self image, competence in social and listening skills and the ability to empathise with others and work in a team or group. Pupils have the opportunity to discuss bullying in role-play situations. These are devised so that bullies have an insight into how their actions effect others and to suggest to victims how they might avoid bullies or deal with them more assertively.
4. Each class in Year 8, Year 9 and Year 10 have a Citizenship period once a week. This will be extended into Year 11 through LFLW/PAL in Options. The programme tackles the broad areas of human rights and social responsibility. It aims to promote confidence and self-esteem. It provides opportunities for young people to consider the range and extent of diversity and inclusion in society.

STRATEGIES FOR DEALING WITH BULLYING

1. A bullied child/ vulnerable child may already be feeling ashamed, guilty or worthless. Teachers in St. Benedict's will intervene even if they only suspect that something is going wrong.
2. A bullied child might need to be paired with a more popular child or group of children so that they are helped to become part of the group.
3. Gangs of bullies can be split up. The teacher in the classroom should try to break up the group dynamics by assigning places and isolating bullies from the peer group at breaktimes. Most bullying groups have a leader with other children being frightened of not bullying. **We must try to turn peer pressure against bullying and break up groups.**
4. Group work aimed at encouraging interdependency can be introduced. Areas in which a victim is successful can be built on to increase self-confidence.
5. Pupils' views are sought and acted on as appropriate in regard to a number of areas of school life e.g. school uniform and the school environment in general.
6. The library is open at lunchtime and is supervised by our librarian.
7. Lunchtime supervisors have been given clear guidelines and procedures to follow if they suspect a child is being bullied.

PREVENTION STRATEGIES

To counter bullying in any form we in St. Benedict's will endeavour to:

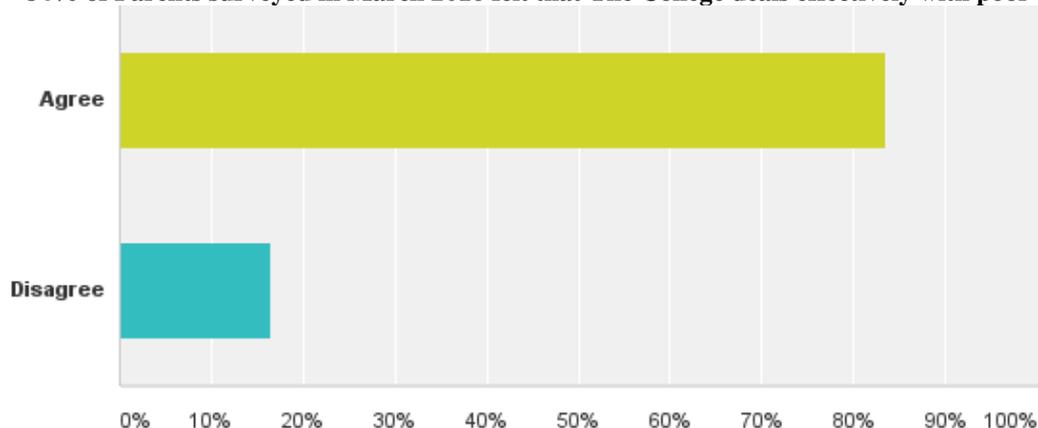
- Provide a school ethos in which positive attitudes and achievements are recognised, valued, respected and rewarded. We will do this by putting into place an appropriate rewards system and by putting emphasis on producing a caring community where pupils and adults are openly valued.
- Ensure that as far as possible, the curriculum helps all students towards an understanding of the nature of bullying behaviour and the development of appropriate coping skills. This will be addressed as part of the Personal and Social Education and EMU programmes.
- Develop teaching methods which actively promote co-operative behaviour and encourages all pupils to participate, which in turn demonstrates that all are of equal worth.
- Attempt to identify when and where bullying takes place in the school, whether in classrooms, corridors, playground or on the way to and from school.
- Ensure that there is adequate supervision of areas frequented by pupils at breaktime, lunchtime and before and after school. That supervision will be consistent and regular.
- Develop and establish clear guidelines for dealing with bullying incidents and communicate these guidelines to all staff, pupils and parents to provide a consistency of approach.
- Monitor and record all incidents of reported or perceived bullying. This will be done through the normal discipline recording procedure. (Occurrence of Alleged Bullying Form). (See Appendix 1).
- Provide counselling support for victims who require it, or other appropriate support that may be necessary.
- Provide counselling support for the bullies in an attempt to help them recognise that their behaviour is unacceptable, destructive and anti-social and attempt to show them that by changing their behaviour they will become more acceptable as individuals.
- Seek the support of parents and outside agencies as and when it is deemed necessary. Foster a partnership between the school and parents to counter the

effects of bullying. That partnership should exist with all parents including those of victims and perpetrators.

PROCEDURES

1. It is hoped that the bullied pupil will inform a teacher. Other pupils who are aware of an incident should inform a teacher. If a parent thinks that their child is being bullied they should inform the school immediately and ask for an interview with the child's Year Head, Mr McKendry (Pastoral Care Co-ordinator), Mr Shivers (Assistant-Principal) or Mr. McAuley (Principal).
2. The teacher should listen empathetically to the child and reassure them. Try to find out the facts by talking to the bully and victim individually. Make it clear to the bully that their behaviour is unacceptable in St. Benedict's. The teacher will try to make the bully understand the effect his/ her behaviour has on others and spell out the consequences should the bullying behaviour continue.
3. If deemed necessary, a bullying report should be completed. A hardcopy should be given to Mr McKendry along with being recorded in SIMs. All copies are held centrally in a confidential file.
4. When a serious bullying incident occurs, the parents of the bully and the victim will be informed and may be asked to come to a meeting/meetings to discuss the problem. Sanctions for bullying may range from detention to expulsion depending on the seriousness of the case.

84% of Parents surveyed in March 2016 felt that The College deals effectively with poor behaviour



Appendix 1

**BULLYING
INCIDENT REPORT**

TEACHER: _____ **DATE:** _____

ALLEGED VICTIM: _____ **ALLEGED BULLY:** _____

NATURE OF INCIDENT:

WHERE & WHEN INCIDENT OCCURRED:

ACTION TAKEN:

SIGNED: _____

N.B. Copy of pupil's statement may be attached.

Please give copy of Bullying Incident Report to Mr McKendry.