



### Preamble

St Julie's Catholic High School is a Catholic learning community which strives to uphold the traditions and values of its founders, the Sisters of Notre Dame. We have incorporated these values into our own Mission Statement

### Mission Statement

We aim to be a Catholic learning community

1. which respects and embraces the diversity of all God's people
2. where opportunities allow for each individual to discover their potential and to develop and share their unique talents
3. where friendship and enjoyment are experienced by all, and a welcome is offered to those who visit
4. which provides all with a safe and secure environment
5. where faith, prayer and reflection are visible in word and in action
6. which takes good care of God's world and all who inhabit it, especially the poor and disadvantaged.
7. where fairness, care and compassion are central to life.

This Mission Statement expresses the core beliefs which we strive to demonstrate in our words, actions and relationships. These beliefs strengthen us in our task of making St Julie's High School a safe, secure, happy yet challenging learning community where all are nurtured and encouraged to reach their full potential regardless of race, religion, gender, socio-economic or family background.

It is our privilege to have children entrusted to our care. We take this responsibility seriously and demonstrate this by doing all we can to enable students to develop and grow into the best they can be.

### Principles

The school:

- Has adopted a definition of bullying that is agreed and accepted by all members of the school community
- Has a consistent approach to any bullying incidents that occur.
- Continues to raise awareness of bullying and promote positive relationships based on mutual respect.
- Seeks to involve all members of the school community in the implementation and monitoring of this policy.
- Continues to promote positive action to prevent bullying through our PSHE programme and related activities.
- Provides support for all members of the school community that may be involved in dealing with an incident of bullying.
- Ensures fair treatment for all

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The school is required to provide for OFSTED Inspectors, as requested, records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying and use of derogatory language and racist incidents

### **Bullying and Conflict**

Conflict between students can often lead to bullying. Conflict can arise through personal differences between individual students or groups of students, problems from outside school becoming interwoven with school life or from difficulties arising from the breakdown of relationships between individuals or groups of students.

There may sometimes be misunderstanding about whether the actions are 'bullying' or 'conflict' so it is important to define what we mean by bullying and to explore the differences between bullying and conflict.

### **Definition of Bullying**

At St. Julie's Catholic High School we have agreed, through our work with students that the definition of bullying is as follows:

*Bullying is the long-term and systematic use of violence, mental or physical, against an individual who is unable to defend her/himself in an actual situation. It is the wilful, conscious desire to hurt or threaten or frighten someone else.*

### **Key differences between Bullying and Conflict**

<b>Conflict</b>	<b>Bullying</b>
Occasional	Can be a repeated happening
Not pre-planned	Premeditated, on purpose, planned, intentional
Both parties are genuinely upset	Person being bullied is more upset
They will try to work things out	Trying to be the one in control
Not trying to take something from someone	Want to take the power or possessions from someone
Both parties admit responsibility	Blame is laid on the person being bullied
There is an effort to solve the situation from both parties	No effort is made to solve the situation by the person who is doing the bullying

### **Forms of bullying**

There are various forms of bullying which include:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist remarks.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments. (further information for reference in Appendix 1: Anti-Cyberbullying Code)

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence, they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

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- non accidental injuries (including self-abuse)
- low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying can and frequently does have long term effects on victims which may affect their adult lives. This is why St. Julie's Catholic High School has a rigorous and robust procedure for dealing effectively with allegations of bullying through the use of 'Bee Safe' logs, which are used to investigate, evaluate and monitor all allegations of bullying or conflict.

### Roles and responsibilities

Bullying is not someone else's problem, it is the responsibility of all members of the school community to act if bullying is apparent and to promote a culture within the school which helps students develop positive relationships and choose not to bully or discriminate.

The Head Teacher is ultimately responsible for the wellbeing of all students and staff. All staff, students, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in schools.

The Head of School in charge of each Key Stage has been designated to oversee the safeguarding and wellbeing of students within that Key Stage. Their role includes the following responsibilities:

- To liaise with the Head Teacher and Safeguarding Team on all matters regarding the safeguarding of children.
- To ensure all staff are aware of the contents of the Anti-Bullying Policy and that its procedures are adhered to
- To liaise with appropriate staff, including the Senior Progress Leader, to ensure the implementation of whole school initiatives to highlight aspects of bullying, including Anti-Bullying Week.
- To ensure that the Progress Leaders in their Key Stage monitor and record all reports of incidents or allegations of bullying using the agreed recording format(s).
- To raise the issue of alleged bullying events within each Year group with the relevant Progress Leader and record the outcome at regular KIT meetings ensuring that minutes are taken and shared.
- To ensure the appropriate Progress Leader monitors students involved in bullying and allegations of bullying and keeps the parents/carers informed.
- To liaise with the police as necessary.
- To maintain the records of the incident(s) in a Bullying log in accordance with school procedures.
- To provide updates to Progress Leaders or if need be, update the Bee Safe process.

The Progress Leader has responsibility for:

- Clarifying the facts through thorough investigation and taking written accounts from the alleged bully, any victims and witnesses using the school standard forms for this purpose.
- Informing all parents / carers of the incident.
- Recording the incident using the agreed format.
- Liaising with the Assistant Headteacher with responsibility for the Key Stage regarding the sanction.
- Maintaining the records of the incident(s) in accordance with school procedures.

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Staff should be alert to any potential incident of bullying, intervene when instances are noticed, inform the Progress Leader and provide a written account as required. Staff should be mindful of the "Acceptable Use Policy" for the school network and should report any infringements to the Network Manager. Students who violate the rules included in the "Acceptable Use policy" will be sanctioned. All staff are responsible for the day to day management of minor incidents between children.

Students have the following responsibilities (**Please refer to Home School Agreement**):

- Intervening when someone is being bullied and making it clear to the bully that their actions are disapproved of.
- Informing a member of staff that bullying is happening.
- Ensuring that previous victims of bullying are not isolated from groups of friends.
- Encouraging the victim to join in activities and groups.
- Consideration of bullying issues in PSHE lessons and Tutor time.

### **Strategies which may be used if bullying is confirmed**

Bullying is a serious offence in the schools Behaviour Policy and following appropriate investigation and considering the circumstances and history, any of these strategies can be applied, in any order:-

- Internal seclusion, during break and lunchtime, until investigation completed
- Detention
- Fixed term seclusion
- Mediation / Restorative approaches
- Referral for counselling / victim support
- Written or verbal apology
- Parent/carer interview with Progress Leader and Head of Lower, Middle or Upper School leading to parental assistance in applying support or strategies or deterrents as necessary
- Continued monitoring of victim/bully individually
- Referral to external agencies e.g. Social Services, Educational Psychologist, Police Liaison Officer
- Academic Council (a meeting between Academic Council, the parent and student)
- Fixed term exclusion
- Referral to Governors Disciplinary Committee
- Permanent exclusion

These strategies are not necessarily listed in order of severity or as a series of steps through which students will progress (e.g. it is not necessary to have exhausted all previous strategies before permanent exclusion can be implemented).

### **Evaluation and Monitoring**

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

Monitoring of the policy will involve consideration of the following data;

- any reduction in the number of incidents referred for attention;
- monitoring individual victims/bullies with a view to improved circumstances;
- positive feedback from parents, students and staff;
- monitoring of the willingness in students to report instances of concern;

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- tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

The results of the monitoring exercise will form part of the Safeguarding Report to Governors at least once per Academic Year.

### **Appendix**

Appendix 1: Anti-Cyberbullying Code

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