

Anti-Bullying Policy

'Live in peace with each other. And we urge you brothers, warn those who are idle, encourage the timid, help the weak, be patient with everyone. Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else.'

1 Thessalonians 5:13-15

CONTEXT

Bullying is a distortion of how God intended us to live in relationships with one another. It defies God's plan of respect, worth and dignity of individuals, who are bearers of God's image. Bullying is a sin that can leave scars on people and institutions. Bullying is an issue of the heart. It may exist in our school because of individual selfishness or pride, behavioural or emotional disorders, institutional denial or inaction, or, in our present cultural climate, may be influenced by the media. Forgiveness, healing and reconciliation are part of the way God graciously deals with us and should be reflected in our policy. In Emmaus School we are looking for pupils to feel a sense of belonging, forge friendships with peers and maintain respectful relationships with adults.

DEFINITION

Bullying is behaviour which is unwanted, unreciprocated and hurtful to a person. It is the way in which that person perceives the behaviour which is important. It may be repetitive in its method and/or the target.

Bullying infers intent on the part of the alleged bully and can take many forms, including:

- Physical e.g. kicking, hitting, pushing
- Verbal e.g. name-calling, taunting, threatening, making offensive comments
- Emotional e.g. excluding, undermining, gossiping about people

Bullying can be done face-to-face, through third parties or through sending images or messages by e-mails, text or the internet.

Children and young people can both bully and be bullied at the same time. Although some people are vulnerable to bullying because of physical or social characteristics, anyone can be bullied for any reason or difference.

SIGNS OF BULLYING

The signs listed below do not necessarily mean that a child is being bullied, but if repeated or occurring in combination, they warrant investigation.

- Anxiety about travelling to and from school
- Unwillingness or refusal to attend school
- Deterioration in educational performance
- Patterns of physical illness
- Unexplained changes in mood or behaviour, especially after a weekend or a holiday
- Visible signs of anxiety or stress
- Losing or having damaged possessions
- Increased requests for money, or stealing
- Unexplained bruises, cuts or damaged clothing

POLICY

Governors, staff and parents should all be aware of the Anti-Bullying Policy, and take it into account in their work for the school.

The Curriculum should be used to help with awareness and prevention.

Investigations will be by interview of participants and witnesses. Everything possible must be done to break the code of silence or partisanship that can exist in a school culture.

Parents should be involved at an early stage.

At least once a year the school will aim to raise awareness of bullying, eg. in school assemblies, Governors' and parents' meetings, prayer meetings.

PROCEDURE

This procedure should follow the pathway set out below unless the incident is so serious as to warrant immediate action within the Behaviour and Discipline Policy.

INFORMAL

- A child feeling bullied may address the situation directly with the person responsible and explain that their behaviour is unwelcome and unacceptable. They may wish to seek assistance from their peers. This may resolve the situation and no further action may be necessary.
- If the situation is not resolved, or the person feeling bullied does not feel they can approach the perpetrator, then they should raise the issue with their Class Teacher, who should attempt to resolve the matter informally between the parties concerned. This may resolve the situation and no further action may be necessary. If the matter cannot be resolved, or the bullying is seen to persist, then the formal procedure should be followed. (Pupils should know that it is safe to make a complaint to a teacher, or another adult, in confidence. If this raises serious

issues such as self harm, abuse, suicidal ideas, then the appropriate authority must be informed.)

FORMAL

The Class Teacher should inform the Governors of the alleged bullying, with as much detail as possible. There should be a written record of this (see appendix) and the parents of both parties informed. Each child's individual record should only be available to his/her parents and not to the alleged bully.

If bullying has occurred, the Governors should form a plan of reconciliation in partnership with the Class Teacher, and all the parties involved.

This plan should include:

- a description of the bullying and its impact on the victim
- the consequence of continued bullying
- expectations for each party
- a time span for resolution

If the plan fails and bullying continues then the Disciplinary procedure will be activated at the point of a period of temporary exclusion.

Date agreed 23rd September 2006

Date last review : 16th March 2010

Agreed by

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RECORD OF INCIDENTS OF ALLEGED BULLYING

Name of alleged victim _____ Age _____ DOB _____

Date school notified of alleged incident _____

Date and time of alleged incident _____

Place alleged incident occurred _____

Names of witnesses _____

Alleged bully(ies) _____

Name of person reporting the incident _____

Type of bullying – (please circle) Physical Verbal Indirect

Description of incident

Adult dealing with incident _____

Contributing factors _____

What has taken place (A subjective statement):

Action taken:

Signed _____

Date _____