

CARDINAL NEWMAN CATHOLIC SCHOOL

ANTI-BULLYING POLICY

At Cardinal Newman there are many opportunities for students to demonstrate care for teachers and themselves.

- The rewards system encourages students to value effort and achievements.
- Fundraising encourages students to have empathy with others.
- Extra-curricular activities enable students to participate in inter-form events, clubs, teams and fun days. These give opportunities for co-operation.
- Examples of student support for each other are the paired reading scheme and curriculum support in lower school offered by older students.

Through these opportunities we foster positive relationships with each other and encourage self-esteem in individuals. However, there are occasions when relationships break down and bullying occurs. The anti-bullying policy supports our motto “Caritas” by supporting both the victim and the bully.

Definition of bullying:

- It is a type of aggression that is planned and persistent.
- It can be both physical and verbal.
- It can involve spreading rumours and deliberately excluding friends.
- It lowers students self-esteem.

If students approach a member of staff regarding a breakdown in relationships they should be listened to. The following procedures will then be followed:

For initial low-level bullying students will go through the “No Blame” procedure. This involves organising support for the victim by a group of his/her friends and includes the bully in that support. **Nobody is blamed** for the bullying. Instead time is spent repairing relationships and ensuring that students understand what it feels like to be unhappy at school. The “No Blame” approach ensures no retribution since the bully has not been identified and this gives students the confidence to speak out. It also gives the victims the power to support themselves since they are included in the process. It emphasises empathy for others and supports the school’s Christian ethos. Students propose ways of helping the victim during the week by, for example, taking lunch with them, and the group meets a week later to monitor the situation. Blue letters are given to all the supporters to recognise their good deed.

Years 7 and 8 Year Heads and Assistant Year Heads have been trained in the process and Mrs Sanders and Mr Miller also utilise the “No Blame” approach.

For bullying incidents that have years of background and much animosity, “conflict resolution” is used. The victim and the bully come together in a supervised situation with a mediator who is a

member of staff trained in the process. Both victim and bully say how they feel and why. The mediator paraphrases for both of them and then each proposes solutions for improving the relationship. They agree the solution together and the mediator ensures they are both happy with the decision. The victim and bully reconvene with the mediator a week later to report on how successful they have been. Both parties feel secure and unthreatened in sorting out their problem with a member of staff present. The process supports those students who are in conflict but lack the skills to deal with it.

There are instances where whole Form dysfunction is apparent. Where such relationships within a Form cause concern, the Form will be taken off timetable for two lessons to do work on self-esteem and offering respect for each other. The Form will then be given targets for the week and will take a log book to their lessons for subject teachers to record the Form's progress. A week later the Form will reconvene off timetable again to evaluate their progress. At this stage, if successful, the Form will be congratulated. If problems persist individuals will be identified and the usual strategies put in place (e.g. report card, counselling, parental involvement etc).

Stages of dealing with bullying:

Level 1

Use the "No Blame" approach.

Inform parents their child has been bullied and the action we have taken.

If a student bullies again, he/she has another opportunity to go through a "No Blame".

Level 2

If "No Blame" is not successful, appropriate sanctions are applied (e.g. removal of breaktimes, Year detentions).

The Year Head offers appropriate advice/counselling.

Level 3

Further bullying is punished by the minimum of a day's exclusion.

The student is interviewed with his/her parents on their return to school.

A contract is drawn up where student and parents accept the school's support on behaviour management.

Level 4

More bullying incidents result in permanent exclusion.

If there is a severe incident of bullying in school, a student should go straight to Level 2, 3 or 4.

How to report bullying in school:

Students should report incidents of bullying to any member of staff they choose. However, the Form Tutor should remain the linchpin of the whole process and be notified of any incident. Depending on the nature of the incident the Form Tutor should deal with it or pass it on. Parents should be informed of the bullying if they have not raised the issue. Students should always be encouraged to discuss their worries and experiences with parents. The Year Head should

inform parents of the bullying by telephone. A letter will be sent if contact cannot be made. A note of the incident, action taken and contact with parents should be placed on the student's file. Assistant Year Heads should be involved if a "No Blame" approach is to be used, or when persistent or „hard bullying occurs. Time constraints may limit the access of the Form Tutor. For the same reasons the incidents may need to be passed on to the Assistant Head and Deputies.

At whatever level the bullying is dealt with, the incident should be recorded and passed through the chain to the relevant member of SLT and then placed in the student's file.