

# Anti-Bullying Policy

## 1. Key principles

In our approach to tackling bullying we will always:

- Listen
- Believe
- Record
- Challenge
- Learn

## 2. Definition:

We have adopted the definition of bullying used by the Anti-Bullying Alliance: Bullying which says that bullying is:

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'*

In other words:

- It happens more than once
- It causes harm
- It is done by someone more powerful to someone less powerful (e.g. older against younger; a group against an individual)



- The person doing it knows their actions are hurting someone

Incidents of bullying would normally be dealt with by the school – but if the bullying involved illegal behaviour then we would also work with the police and other authorities.

We understand that there can be different ways of bullying e.g.

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist remarks.
- Psychological/emotional – e.g. making someone feel unhappy about themselves by excluding them
- Indirect – e.g. spreading rumours, excluding individuals from social groups
- Cyber – e.g. use of email, social networking sites, mobile phone messaging or image sharing (including AI generated images)

to spread rumours and/or  
make unkind comments

Parents also have a responsibility to educate their children about respectful behaviours, especially online behaviour – for example, by checking on how their children are using social media and by reporting harmful content.

The lives of young people who are bullied are made miserable; they may suffer injury, they may not attend school, they may lose self-confidence and they may not fulfil their potential in school and life.

### 3. Bullying and conflict

Not all falling-outs between friends – even when things get unpleasant – are classed as bullying.

Incidents may be classed as conflict rather than bullying if some or all of the following are true:

- The incidents are occasional
- Nobody has planned or set out to cause upset
- Neither 'side' is more powerful than the other
- Both 'sides' accept some blame
- Both 'sides' want to fix things

## 4. Bullying and discrimination

Discrimination is when someone is treated less favourably because of a 'difference'; that they might be seen as having. There are specific laws that protect people from being discriminated against based on:

- Sexuality
- Gender
- Race
- Gender identity
- Disability
- Religion

Any bullying that involves discrimination will be recorded as 'hate-related' and will be treated especially seriously.

## 5. Preventing bullying

School staff are on duty before, during and after the school day at various places around the school site and wear High-Vis jackets so that they can be clearly seen. This means that potential bullies know that supervision is in place and that people who are worried about bullying can easily find staff to report concerns.

School will also act on bullying that takes place outside of school – whether the bullying is face-to-face or online.

<b>In your relationships with other students remember our Notre Dame values...</b>	
<b>Love</b>	Be kind to others
<b>Joy</b>	Be happy and show your best self
<b>Faith</b>	Believe in the goodness of yourself and others
<b>Hope</b>	Remember that differences can be resolved
<b>Truth</b>	Be honest with yourself and others
<b>Justice</b>	Be fair to everyone

## 6. Protecting everyone

Anyone can be a victim of bullying – and it is never the fault of the person being bullied. Research shows that some groups are more likely to experience bullying than others and as a school we are always trying to learn more about our pupils so we know how best to keep them safe.

Some of the groups who are more likely to experience bullying include:

- Children with additional learning or physical needs
- Children who identify as LGBT+
- Children who have a religious faith different from the majority
- Pupils who identify as belonging to a minority ethnic/racial group
- Children who are ‘Looked After’ by carers other than family
- Children who suffer from poor mental health
- Children who belong to gypsy/traveller communities
- Children who dress or look different from their peers

All members of the school community have a responsibility to be alert to signs of bullying and to know how to respond. Some staff, such as Progress leaders and the Safeguarding Team, have additional responsibilities such as monitoring that records of bullying and conflict are kept up to date, communicating with parents, carers and Governors of the school and ensuring that staff and pupils are educated about bullying and its impact.

Pupils should never step in directly if it might not be safe to do so but should always report any concerns to a member of staff. This can be done face-to-face to any member of staff or via the [safeguarding@stjulies.org.uk](mailto:safeguarding@stjulies.org.uk) email address. We cannot investigate reports of bullying that are anonymous or that do not include specific detail about what has happened and who has been affected.

Pupils should be 'active bystanders' who, by accepting all people, show that bullying is not tolerated at St Julie's.

Once a report of bullying has been investigated and it has been confirmed that bullying has occurred, there are two main ways in which school respond:

- Restorative approaches – supporting the people on both sides to rebuild the right relationship for example by mediation, apology or pastoral support
- Sanctions – punishing those who bully, with the seriousness of the punishment increasing

as the level of bullying increases - for example detentions, Behaviour Support Plans, suspension from school.

**7. And finally....**We do not claim that we know all that there is to know about bullying and how to challenge it. We are always looking to train staff to make them even better at addressing bullying – and we will always listen to the views of pupils and parents when we come to review our anti-bullying policy.

