



# Anti-Bullying



## **Our Purpose**

The work of the school is the spiritual, moral, intellectual, aesthetic and physical development of each pupil. It seeks to put Christ at the centre of every activity, worship, learning and service to others. This anti-bullying policy seeks to providing a safe and positive learning environment is integral to our school mission. We seek to ensure the best care and support is given to our pupils and that bullying is prevented and tackled.

It is our belief that:

- each pupil is created in the image and likeness of God and will flourish if they are safe, respected, supported and cared for at all times
- pupils will learn best in a safe and calm environment that is free from disruption
- pupils should be educated so they understand and recognise their personal responsibility to care for themselves and others
- a caring culture should be fostered to ensure pupils feel they can speak up in defence of a person
- bullying, of any kind, is unacceptable and is not tolerated (zero tolerance)
- bullying should be prevented and tackled
- a victim of bullying should be safeguarded and supported to prevent physical, emotional and/or psychological damage to the individual
- a perpetrator of bullying should be tackled, behaviour addressed, supported and educated to



**Possible Action**

<b>Level</b>	<b>Contact</b>	<b>Possible Actions</b>
Friendship issues <b>NOT BULLYING</b>	Form Tutor	Conversations with students and possibly parents and carers Recorded on ARBOR Restorative work
One off incident of unkind behaviour <b>NOT BULLYING</b>	Form Tutor/SPL/all staff members	Recorded on ARBOR C3-C4 Monitoring by Form Tutors, SPLs and Inclusion team

**Action and Support for the Victim:**

Support for the victim includes form tutor and SPL support / mentoring and confidence building

**Monitoring and Evaluation of the Impact of this Policy:**

The impact of this policy will be measured through:

Anti-Bullying Log and ARBOR

My Health, My School survey of students on the extent to which they feel safe, and how well the school responds to incidents of bullying

Pupil Voice at Student Parliament and via the whole school pupil voice survey

An annual survey of parents/carers that asks about the effectiveness with which the school responds to incidents of bullying (as part of the questionnaire completed at the annual consultation evening)

Ongoing monitoring by Student Progress Leaders and Inclusion Team

Reviewing this Policy

## Appendix A - Sample of Curriculum mapping

Subject	Anti-bullying Curriculum
<b>Drama</b>	<p><b>Embedded in all drama teaching:</b> mutual respect needed to feel safe to take part and perform in Drama</p> <p style="text-align: right;">TIE scheme exploring a play about bullying and devising drama with a clear anti bullying message</p> <p><b>Theatre in Education: Social Media</b> TIE scheme exploring the dangers of social media platforms looking specifically at cyber bullying</p> <p><b>Skills development</b> - This is a skills development year, rooted within the curriculum are basic ideas of respect and sense of group identity, sensitivity and support integral to Drama</p> <p><b>London Bombings</b> - Scheme to explore the London bombings through verbatim. Opportunity to discuss mutual respect and importance of community</p> <p style="text-align: right;">- Exploration of musical theatre looking at themes of identity and accepting who you are. Standing up against bullying and celebrating talent and diversity</p> <p><b>Y10: Devising scheme</b> - Issue based drama, often looking at aspects of bullying and inequality</p> <p><b>Various scripts that look at bullying in some way</b> - The Boy in the striped Pyjamas extreme prejudice, Chatroom cyber bullying, Girls Like that Bullying</p> <p><b>Various plays that look at serious bullying such as</b> - Five kinds of Silence domestic abuse themes including prejudice and abuse of power, Iron domestic abuse</p>
<b>Core PE</b>	<p>Pupils are made fully aware that during any sporting activity or fitness module people will make mistakes and struggle. This is not an opportunity to ridicule or pick on someone who is making mistakes or showing they are physically struggling. We are there to support, encourage, coach, guide and most importantly empathise with that individual and sport is the best vehicle to learn about the values of life. We consistently use the images on the main hall wall as a reference to all our PE groups that PE is an opportunity to bring those values to life.</p>

**English**

Year 7:

treatment of conscientious objectors leading to consideration of how we should treat others with different views.

Drama through 8 248.18 reW\*nBT/F2 9.96 Tf1 0 0 1 234.41 647.86 Tm0 G[ )]TJe -9(g\*nBTc.56 4



Exploration of how nations can construct laws that perpetuate hatred towards other

**The Making of America - Slavery: Causes of the Civil War, Black Codes, Movement of**