

De La Salle College



Counter Bullying Policy

Compiled by: The Head Master	Date: July 2018
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Counter Bullying

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened, whether this is intended or not.

There are different sorts of bullying (found in the Pastoral Folder in the Staff Shared Area), **but the main four types are:**

- PHYSICAL - hitting, kicking, taking or hiding belongings including money
- VERBAL - name calling, teasing, insulting, writing unkind notes
- EMOTIONAL - being unfriendly, excluding, tormenting, spreading rumours, looks
- CYBER – Text messaging, picture messaging and video clips, emails, chat room messaging, website bullying

People react differently. It is not always possible to tell if someone is hurt or upset.

Aims:

- The aim of our Counter Bullying policy is to clarify for boys, parents and staff that bullying is always unacceptable.
- We wish to encourage an environment where independence is celebrated and individuals can flourish without fear.
- Every pupil has the right to be safe and happy in school, and to be protected when he is feeling vulnerable.

Possible Signs:

Boys who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or may even truant from school.

Encouragement to tell:

It is important that we create an atmosphere in the school where boys who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be swift but sensitive to their concerns. Not telling protects the bully or bullies, and gives the message that they can continue, perhaps bullying others too.

To Boys:

If you are being bullied, or you know that someone else is, please tell us straight away. If this is not possible for some reason, talk to a friend - don't bottle it up! You can tell someone discreetly, someone you feel will listen, this may be:

- A teacher (your House Tutor, Class Teacher, Head of House, or senior teacher)
- Office Staff
- 6th Form Pupil

Please trust us to manage the situation appropriately.

To Parents:

If you think that your child may be being bullied, or he tells you that he is being bullied please let us know straight away.

Reassure your son that we will deal with the matter sensitively but firmly.

If your son tells us they are being bullied, or we discover that this is the case, we will contact you, and will discuss together how best this situation can be resolved.

DO	DON'T
<ul style="list-style-type: none"> • Listen to your son - be patient and sensitive • Try to agree a way forward with your son • Make a note of everything you have been told • Contact the school at an early stage • Be honest and stick to the facts 	<ul style="list-style-type: none"> • Interrogate or increase the stress on an already anxious son • Make promises you cannot keep - e.g. on confidentiality • Communicate your anxiety to your son • Allow a situation to drag on - it may cause serious damage • Exaggerate or jump to conclusions

To Teachers:

If you think that bullying is happening follow the primary or secondary protocols for dealing with incidents, informing the relevant staff. We need to be vigilant in the classroom when observing the interaction of boys amongst themselves and with classroom management strategies.

We need to be particularly vigilant at breaks and travelling times, around corridors between lessons and in the areas of the playground, hall and toilets. These are times and places where victims are more vulnerable, and bullying is not easily seen.

If you are informed, or suspect, that bullying is taking place the details of who to contact and the correct procedures to follow can be found in the relevant school staff handbook.

Curriculum work can enhance this policy in two ways:

1. By dealing with the topic of bullying, in a way that explores why it happens and gives alternative ways of behaving and dealing with difficulties.
2. By using teaching methods which encourage co-operative work and a variety of groupings so that boys extend their relationships beyond a small group of friend