**Our Lady of Lourdes Anti-Bullying Policy**

**‘Be a buddy and a friend so bullying will end’**

**Our Definition of Bullying:**

*In Our Lady of Lourdes,*

*we believe that bullying is the* ***intentional discrimination, harassment*** *or* ***victimisation of another***

*normally**recurring over time.*

***Bullying behaviour* can happen face to face or online and can include the following:**

* *Being called names, being teased, threatened or made fun of;*
* *Being hit, pushed or kicked;*
* *Having your belongings taken or damaged;*
* *Being ignored, left out, or having rumours spread about you;*
* *Being humiliated;*
* *Receiving abusive messages or having nasty comments made about you by text or online.*

**Protected Characteristics:**

*The following are areas highlighted by the* ***Equalities Act 2010*** *to be targeted by schools to help eradicate bullying:* ***age, disability, gender, race, religion/belief.***

**Through a Growth Mindset approach we transform the following areas to ensure that we Celebrate Diversity:**

* ***Ageism*** *becomes* ***Celebrating Wisdom and Youth;***
* ***Disability*** *becomes* ***Strength of Mind.***
* ***Gender Inequality*** *becomes* ***Unique Individual Strengths;***
* ***Racism*** *becomes* ***Exploring Cultures;***
* ***Sectarianism*** *becomes* ***Teamwork.***

**As a school it is our duty to carry out the following:**

**General Duties:**

* *Eliminate unlawful discrimination, harassment and victimisation;*
* *Advance equality of opportunity;*
* *Foster good relations.*

**Specific Duties:**

* *Publish information to show how we are complying with the Equality Duty of the Equalities Act 2010 Legislation (eg School Policy on Anti-Bullying);*
* *Prepare and publish one or more specific and measurable equality objective at least every four years.*

**Strategies to Prevent Bullying: We all have a part to play!**

* ***Development of an inclusive and positive ethos and climate of respect where bullying and discrimination is unacceptable*** *(eg ‘Good to be Green’ Promoting Positive Behaviour System (including Assertive Discipline and Restorative Practice), Shared Vision, Values and Aims in Action, School Rules, Roles and Responsibilities, Ongoing self-evaluation process);*
* ***Pupil involvement and engagement, Peer mediation, Circle Time, buddies, mentoring, playground supervision;***
* ***Proactive information, strategies and campaigns including Education and Awareness of Rights*** *(eg Anti-Bullying week, Celebrating Diversity, Assemblies, Curriculum for Excellence eg Promotion of Health and Wellbeing (SHANARRI)/RE/Drama/Debates eg Role of Bystanders etc, teaching resilience, Growth Mindset, giving the children appropriate skills and strategies to prevent and eliminate bullying, encouraging child to tell an appropriate adult (face to face, worry box, communication sheet), go to a ‘safe space’/stay with friends, visual displays;*
* ***Personal support and additional support*** *(eg supporting the victim: all children should know who they can talk to get help and should be given strategies to improve their resilience and skills in preventing bullying/counselling the bully: within a framework of responsibility, resolution and support);*
* ***Supporting and enabling parents*** *(engaging parents to support/counsel);*
* ***Recording and monitoring of incidents*** *(eg Record of Incident (noting involvement of children and adults, where and when incident took place, action taken etc), Communication Sheet to monitor patterns of behaviour).*

**Additional Support from outside agencies:**

* *Childline*
* *Respectme*