



St Mary's Catholic Primary School

Anti – Bullying Policy



Bishop Chadwick
Catholic Education Trust

Anti-Bullying Policy.

Introduction

“All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.” At St Mary’s we endeavour to create a safe and stimulating environment where everyone; children and adults know that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children and adults are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment or any type of Bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school’s expectations and to foster a productive partnership which helps maintain a bullying-free environment.

What is bullying?

Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and wellbeing in the school.

The Nature of Bullying

Bullying is considered to be:

- Deliberately hurtful (including aggression)
- repeated often
- Often difficult for individuals who are being bullied to defend themselves against

Bullying can take many forms:

- Physical: hitting, kicking, taking belongings
- verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made

The subject of malicious rumours

- Pupils may use the tool of cyber-bullying (e.g. text messages, e-mail or using social networking sites like Facebook, Instagram, snapchat.)

People may bully others because of varying perceived differences:

- Sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (Family member or friend)

Our Approach to Bullying, dealing with incidents and supporting pupils.

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity. Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as pastoral care, circle time, role-play, class performances, sharing assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school council, applying to be a mini Vinnie or becoming a play leader promotes children's self-confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Pastoral Care topics and Personal, Social and Health Education (PSHE) curriculum will ensure that each year group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences and to developing individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions. Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Headteacher is kept informed.

We have two aims when reacting to incidents of bullying:

1. To make the person who has been bullied feel safe
2. To encourage better behaviour from the person who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying. If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven-step approach. If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

Supporting Pupils.

Immediately offer the pupil an opportunity to discuss the experience with their teacher or a member of staff of their choice. Keep a record of the bullying as evidence and discuss how we will respond to concerns. Reassure the pupil.

1. The Head Teacher is informed
2. The pupil who has been bullied is interviewed and their comments recorded
3. The pupil or pupils who have displayed bullying behaviours is/are interviewed and
Comments recorded
4. The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents are outlined and the sanctions are detailed.

5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies.

6. In persistent circumstances sanctions in line with school behaviour policy may include:

- Permanent exclusion
- Temporary exclusion
- Exclusion from the school premise at lunchtime
- Exclusion from the playground at lunchtime
- Arrangements for parent to supervise pupil to and from school daily

7. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process.

8. Speaking with police or local services.

Supporting Adults.

Adults (staff and parents) who have been bullied or affected will be supported by;

- Offering an immediate opportunity to discuss the concern with the designated lead and/ or senior member of staff.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local / national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what has happened with a senior member of staff and establishing the concern.
- Clarifying the schools official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/ content to service provider.
- Instigating disciplinary, civil or legal action.

The Role of the Governing Body

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through a monitoring log and through the sample questionnaire which is conducted annually with Year 6. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks her/ him to conduct an investigation into the case and to report back to a representative of the governing body.

Monitoring the Policy

This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request, discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective. The log and strategies will be reviewed alongside the Year 6 questionnaire. The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook and by discussion with the Head teacher. Governors analyse information with regard to gender,

age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents.

Problem Solving Approach

Step 1: The child who has been bullied is interviewed

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. He or she is asked if they want to pursue the issue. If appropriate the child may be asked to draw a picture or write something down to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the incident. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

The bullying is explained to the children and is emphasized that the bullying makes the person being bullied feel really bad. The others are read the child's piece of writing or shown the picture; either is used as the basis for discussion. Solutions are sought.

Step 4: The responsibility is taken

The act of bullying has to be acknowledged so the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After discussion, individuals suggest solutions - how they feel they can help and what they will do. Good, positive suggestions for making things better are sought. At this stage sanctions may be applied in line with the school behaviour management policy.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the child who was bullied

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had.

Questionnaire About Bullying

Class:

This school takes bullying very seriously and we wish to know your views on bullying. Bullying can be kicking, or the use of force in any way. It can be teasing, making rude gestures, name-calling or leaving you out. Bullying means that these things happened more than once and were done by the same person or persons. Bullying means to hurt, either physically or so that you feel very bad. This is an anonymous questionnaire. This means that you can answer the questions but you don't have to let us know who you are. There is a blank for your name, however, so if you are having a problem with bullying you may wish to put your name in so that we can help you sort it out. If you do this it will be kept confidential. We will not give any information to anyone or do anything without your agreement.

Name:(Give your name only if you Wish)

1. Are you a boy or a girl?

Boy Girl

2. Since I have been at this school, I have been bullied...

Never Once in a while About once a week More than once a week

3. I have been bullied in the following ways (tick which ones have happened to you)

Hitting(punching, kicking, shoving) Mean teasing

Purposefully left out of things Had my things damage or stolen

Was sworn at Received nasty notes

Had untrue and mean gossip Someone said nasty things to make others dislike me

3. The nasty things that have happened to me were :

I was threatened Had rude gestures or mean faces made at me

People used texts, e-mails, Facebook or another site to be nasty to me

Anything else (write down here):.....

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4. When was the last time you were bullied?

Yesterday Last week Last term Last year

5. Since I have been at school, I have bullied someone:

Never Once in a while About once a week More than once a week

6. Since I have been at school, I have seen bullying take place:

Never Once in a while About once a week More than once a week

7. I have watched or have heard about the following types of bullying (tick which ones)

Hitting (punching, kicking, shoving) Mean teasing

Purposefully left out of things Had my things damaged or stolen

Was sworn at Received nasty notes

Had untrue and mean gossip Someone said nasty things to make others dislike me spread about

I was threatened Had rude gestures or mean faces made at me

Anything else (write down here):

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8. Tick all the places where you have been bullied or have seen bullying take place:

In the playground In the corridors

In the classroom In the cloakroom

In the toilets On the way to school

On the bus On the way home from school

9. Where are the danger spots where most bullying takes place? Please list here:

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10. Who do you feel you feel most happy to talk to?

Your teacher Another teacher

Another adult who works in school A friend

A member of the school council.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-healthwithout-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational