Saint Mary's Catholic Primary School

Anti-Bullying Policy

WE GROW WITH JESUS TO BE THE

BEST WE CAN BE

Statement of Principles

1. Pupils should be educated in a school environment which promotes high standards of teaching and learning.
2. In order to achieve a good working environment, our school expects high standards of behaviour throughout the school day.
3. When pupils have problems they should feel confident to tell an adult and know that action will be taken.
4. All who meet and work on our school premises should feel secure.

This policy links with other school policies including: Behaviour Policy, Single Equality Policy, Inclusion Policy, E Safety Policy, SEND policy, Safeguarding Policy.

Staff with responsibilities for bullying:

All staff have a responsibility for preventing, identifying and acting on incidents of bullying

Head Teacher – Miss P Jordan

Named Governor – Mrs Monaghan

Beyond Bullying Lead – Mrs E Hill/ Miss E Buttarazzi

What is bullying?

Bullying is behaviour repeated over time that intentionally hurts someone either physically or emotionally. Bullying is Several Times On Purpose. Bullying is not a one off argument, fall out or incident where someone has said or done something unkind. There are four types of bullying:

1. Physical (hitting, kicking, physical damage to person or belongings)
2. Verbal (threats, insults, nasty teasing)
3. Psychological (spreading rumours, isolating and excluding someone, making someone do something they don't want to)
4. Cyber (use of technology e.g. internet, mobile phones, computers) * see Appendix 1 for more information about cyberbullying.

There are many forms of bullying, these include:

 • Racial • Religious • Cultural • SEN and disabilities • Appearance or health conditions • Home or family circumstances • Sexual • Sexual orientation (homophobic, biphobic) • gender identity (including transphobic) * see Appendix 2 for descriptors for forms of bullying. Bullying can be prejudice driven and will not be tolerated in line with the protected characteristics under the equality act.

We at St Mary's Primary will not tolerate this type of behaviour towards our children, staff or parents by children, staff or parents. Any member of staff or parent, who feels that they are the target of bullying, should report this to the Head teacher as soon as possible.

Responding and Reporting
It is the responsibility of all members of the school community to report any concerns or incidents of suspected bullying to the school. This may include incidents that occur away from school if a pupil or other member of the school community is directly involved. Concerns or incidents of suspected bullying will always be investigated as doing nothing is the worst reaction – this can cause more pain for the target and may suggest tacit approval or acceptance of the bullying behaviour.

To prevent bullying
Our regular discussions with staff, volunteers, children, young people and families will focus on:
• group members' responsibilities to look after one another and uphold the behaviour code
• practising skills such as listening to each other
• respecting the fact that we are all different
• making sure that no one is without friends
• dealing with problems in a positive way
• checking that our anti-bullying measures are working well

Pupils If you are being bullied:
• Talk to a teacher or other trusted adult. Support is always available.
• Don't fight back as this usually makes things worse.
• Don't respond to emails or messages. Save them and show an adult.
• Try not to show that the behaviour bothers you – walk away and tell someone.
• Know that the bullying behaviour is wrong, not you.
 If someone you know if being bullied:
• Talk to a teacher or trusted adult. You won't get into trouble or make things worse.
• Be supportive of the person being bullied.
• Don't take direct action yourself by confronting the other person.
Parents
• Be aware of unusual behaviour in your child that could be a sign of bullying – not wanting to go to school, being withdrawn or tearful or changes to their usual standard of work or friendships.

- Contact your child's class teacher first. Then Miss Jordan or our Governor lead Mrs Monaghan if you have further concerns about bullying or feel that your child is being bullied.
- Encourage your child to develop a wide circle of friends.
- Be a positive role model and encourage your child to be one too! Discourage bullying behaviours in and out of school.
. • Understand and share the consequences of bullying behaviour.

Staff
- Be vigilant for signs of bullying and report concerns.
- Take concerns and suspected incidents of bullying seriously.
- Talk to all parties involved individually and listen carefully.
- Make notes of conversations and log what has been done as a result.
- Follow through on what you have said – sanctions which are in line with the our positive behaviour policy, monitoring, further actions.

It is with great importance that reports and monitored instances are followed up by the Headteacher and Governing lead.

If incidents are identified as bullying, incidents should be logged using Arbor of which reports are sent direct to the Head teacher. All staff members have access to Arbor and appropriate DSLs are also informed in the process, if it is logged on cpoms as a safeguarding concern.

Head Teacher and Beyond Bullying Lead.
Implements the Anti-Bullying Policy and ensure that all members of staff are aware of the policy and its implementation. Ensure all members of staff are trained to identify bullying and know how to deal with concerns or incidents.
All Staff
Ensure all pupils understand what bullying is, that it will not be tolerated and that they have the right to feel safe. Ensure that they know what to do if they are being bullied or suspect that someone else is. Keep a log of all bullying incidents on Arbor and use this data to identify trends or areas of need in the school. Report back to Governors about bullying in the school and the effectiveness of the Anti-Bullying Policy.

Governors
Governors support the Head Teacher, Class teachers and Support Staff in preventing bullying in school and dealing with incidents when they arise. We monitor incidents of bullying – ensuring that the teachers, support staff, headteacher and support staff records incidents of bullying on Arbor- which can also be used to contact parents directly and report back to the Governing body with regard to the effectiveness of the Anti-Bullying Policy and the number of incidents.

Procedure for Dealing with Bullying
- Listen to the child.

- Take the child seriously.
- Talk to the children involved separately.
- Find out what has happened and check details from all involved parties.
- Don't be judgmental – criticise the behaviour, not the child.
- Use appropriate sanctions / solutions that are acceptable to all parties.
- Report to class teacher.
- Class teacher to log all discussions / incidents and follow up (including discussions with parents) on Arbor.
- Class teacher to report persistent or concerning incidents to Head teacher and log in Incident Log on Arbor. * See Appendix 4 for an example extract.
- Parents to be informed if issues.
- Appropriate sanctions given and followed through (sanctions to be appropriate to severity of incident, regularity and circumstances. See Behaviour Policy).

Sanctions

Sanctions need to be relevant and will depend on the circumstances and severity of the incident. They may include:

- Time out of the classroom (Could be to another class / teacher / Head)
- Missing all or part of break / lunchtime.
- Verbal apology or written letter of apology.
- Loss of privileges.
- Discussion with parents.
- Our SEND pupils may have individualised sanctions appropriate to their IEPs.
- In serious cases, a pupil may be suspended and then if not stopped or the bullying is severe to cause hurt to another pupil can be excluded from school (for example in cases of persistent and depending on the severity).
- In cases where a criminal offence may have been committed, the police may be informed. A support plan will formally agreed and made to support those who are the target of bullying and also instigator in order to help them understand why their behaviour is wrong, the impact on the target and how to improve their behaviour.

Combating Bullying

- Teach children from their first days in school that no form of bullying will be tolerated.
- Discuss bullying in class, giving children opportunities to explore issues, emotions and situations.
- Teaching children about e-safety and staying safe online.
- Cross-curricular activities and opportunities to deal with bullying and related issues for example using role-play or drama and reading and writing stories with a bullying theme.
- Participation in Anti-Bullying Week.
- Assemblies.
- Promoting our Catholic Values – valuing each individual and how the school's values can help us be positive role models.
- Through explicit RE values-based teaching as well as ten ten RSHE scheme (statutory).

- Through the character development of the school's route to resilience programme eg patience etc
- Being positive role models and demonstrating the behaviours we wish to see in others.
- School Council – bullying is discussed regularly, and the Council Members are also a point of contact for the children in each class.
- Sports Leaders – lead activities at lunchtimes.
- Praise and reward systems – e.g. class based, Golden Book, Star of the Month.
- Ensuring staff are trained in anti-bullying and ensure all members of the school community know how to report incidents and who they can talk to if they have concerns.
- Training children playground pals
- Maintain an active Anti-Bullying Policy that is regularly reviewed and updated. Reviewing the Policy The Anti-Bullying Policy must be reviewed every two years. This will include pupils, parents, staff and governors.

Anti- Bullying Complaints
If parents are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the class teacher and then the Headteacher. There is a School Complaints procedure if parents are still concerned, which is available on the page of the school website. Parents will be advised of this procedure by the Headteacher, and a copy will be made available from the school office.

Reviewing the situation
The situation will be monitored and reviewed to ensure repeated bullying does not take place.

Involvement of other agencies in provision of support
If, after the use of positive behaviour strategies and sanctions, the bullying behaviour continues, then the Child Protection strategies (See Child Protection Procedures) will be implemented. When necessary, the school will draw on support from a range of outside agencies including Counselling Services, Education Welfare Officer, Childline, NSPCC, 8 Behaviour Management Team and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources.

Positive Behaviour Management
In keeping with the school's commitment to positive behaviour management, the intended outcome after an incident of bullying is: • to protect the victim and stop the bullying • to change the behaviour of the bully The intervention of a teacher will aim at acknowledging the distress of the victim, reassure and support the victim and increase their self-esteem. All incidents of bullying must be recorded on cpoms.

Appendix 1.
Cyberbullying
Cyberbullying is the use of technology (particularly mobile phones and the internet) to deliberately and persistently harm or upset someone. Cyberbullying has become a more prominent form of bullying with the ever-increasing advances in technology and our access to

it. Devices such as mobile phones, internet-connected games consoles, tablets and computers make it easy to target groups or individuals from a distance – it is to an extent 'faceless' and therefore, easier to instigate. However, this can also make cyberbullying difficult to investigate and prevent particularly given that much of it takes place outside of school. At St Mary's, we take reports of cyberbullying very seriously and do our best to investigate and deal with issues. We endeavour to educate our children, staff and parents about online safety, online etiquette and how to deal with issues should they arise. Potentially serious issues may be reported to the police.

Appendix 2.

Descriptors for forms of bullying: Racial, Religious & Cultural – where the motivation is based on the target's skin colour, culture, nationality or faith.

SEN & Disability – where an individual or group is targeted because of a special educational need or disability including learning difficulties, sensory impairments and mental health conditions.

Appearance or health condition – where the physical appearance or health condition of the target is the motivation. For example: a disfigurement or severe skin condition.

Home circumstances – this can be based on the person's living arrangements or family makeup. Examples include young carers, adoptees, geographic locality.

Homophobic & Biphobic – relates to the sexual orientation of the target. It is based on prejudice or negative attitudes and beliefs about lesbian, gay or bisexual people. Bullying can be about actual or perceived sexuality or that of their family members or because the target does not conform to gender stereotypes. Transphobic - relates to gender identity. It is based on prejudice or negative attitudes and beliefs about transgender people. Targets can be those who are transgender as well as those questioning their gender identity or people who are not transgender but do not conform to gender stereotypes. Sexual – can relate to the target's gender or body. This can be sexual or sexist in nature.

Appendix 3.

Possible Signs of Bullying Physical:
- Bruises or injuries (child may not be able to give a convincing explanation for these).
- Broken or missing possessions.
- Regularly feeling unwell e.g. complaining of headaches or stomach aches.
- Changes to regular eating habits

Emotional
- Anxiety.
- Worrying about going to school.
- Being tearful without obvious cause.
- Lack of confidence or self-esteem.
- Being defensive. Behavioural
- Becoming withdrawn – not talking or spending more time alone.
- Changes in sleeping habits.
- Changes in eating habits.
- Changes in behaviour – becoming aggressive at home or school.

- Bed wetting.
- Changes in performance at school.
- Self-harm.
- 'Losing' things e.g. money, possessions or equipment.

Appendix 4

REPORT ON A BULLYING INCIDENT BY PARENTS/CARERS.

PART ONE – to be completed by the person reporting the incident, which will usually be a member of the school staff. This will also be put on Arbor- so parents can be informed immediately.

<u>Alleged Bullying Incident Form</u>

Child's Name ……………………………………. Date …………….………………..

Class ……………………… Teacher ……………………………………

Teacher/Support Staff reporting the incident …………………………………………

Where did the incident occur? …………………………………………………………….

Please also fill in the table on the next page

Where did the incident occur? ....

Behaviour displayed: Bullying	Being bullied
Physical bullying	
Verbal bullying	
Emotional bullying	
Cyber bullying	

Details of Incident

Action taken after the Incident
Name of action/support for **child(s) who has been bullied:** (please tick all that apply)
Discussion of the incident with peers/class
Defined on- going support/monitoring from staff
Parental involvement (please specify) _____
Counselling
Referral to other agencies (please specify) _____
Other (please specify) _____
Name of action/support for child(s) who has been displaying **bullying behaviour**: (please tick all that apply)

Discussion of the incident with peers/class
Defined on-going support/monitoring from staff
Parental involvement (please specify) _____
Counselling
Referral to other agencies (please specify) _____
Fixed exclusion
Permanent exclusion
Other (please specify)_____

Name and role of the teacher completing this form:

Appendix 5 WEB SITES AND PHONE HELP LINES

Websites - Anti-Bullying alliance – www.Anti-Bullyingalliance.org.uk –information, resources and advice relating to bullying

-          Beatbullying – www.beatbullying.org – resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils

-          Cybermentors – www.cybermentors.org.uk - a safe social networking site providing information and support for young people affected by bullying

-          Kidscape – www.kidscape.org.uk - Bullying advice, helpline, information, AntiBullying resources and training

-          Need2Know – www.need2know.co.uk – youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc

-          NSPCC – www.nspcc.org.uk - advice on what to do if you are being bullied or see someone who is

-          Think U Know – www.thinkuknow.co.uk - Website for cyber-bullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 1116

Phone numbers -Childline – 0800 1111 – A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day.

NSPCC Helpline 0808 800 5000

P Jordan/ E Hill/ E Buttarazzi, updated September 25 : discussion with parents/ School Council

To be reviewed with Governors September 26

A report on implementation will be provided annually to the Board of Governors, within the overall report on Pastoral Care provision. Its effectiveness will be monitored through parent, pupil and staff questionnaires and reported incidents. The policy will be reviewed with the SLT and School Governors, every 2 years. The whole staff and an audit of parents and pupils every 3 years.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.