

St Alban's Catholic Primary School



ANTI-BULLYING POLICY

Title:	Anti-Bullying Policy
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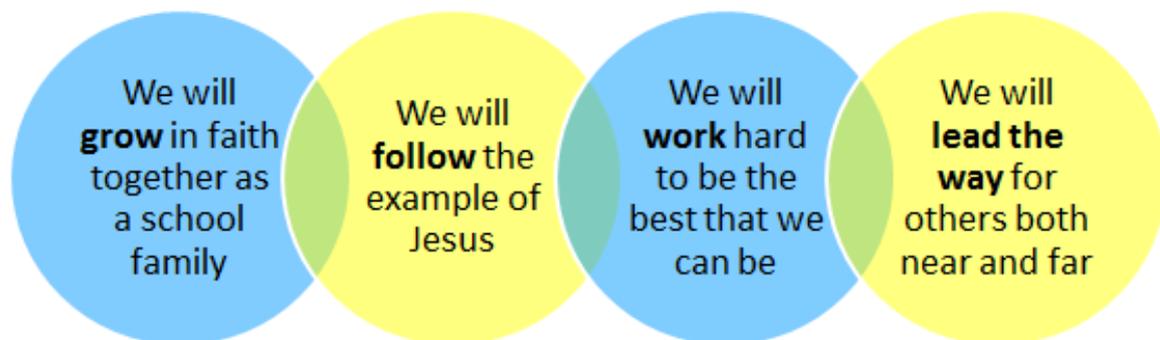
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1. MISSION STATEMENT

The new mission statement for St. Alban's was created by the children, staff, parents and governors of the school.

St. Alban's Catholic Primary School MISSION STATEMENT



2. PURPOSE

This policy provides a framework and guidance within which all staff can operate. It should be read alongside:

- Behaviour Policy
- Safeguarding Policy
- E-safety Policy
- Acceptable Use Agreement/ICT Code of Conduct Policy – cyber bullying and internet safety
- *'Preventing and tackling bullying policy'* DFES
- Equalities Policy – Race, Sexist, Sexual, Transphobic, Homophobia, SEN & Disability
- Education for Personal Relationships (EPR) Policy
- *'Responding to concerns about SCC schools'* – parental complaints procedure

3. INTRODUCTION

At St. Alban's we are aware that bullying happens in all walks of life and settings. We seek to develop a mutual respect between all members of our community. We value politeness and honesty, using as our guide in all things, the life and example of Jesus Christ, who had a special care for the vulnerable.

1 Corinthians 16:14 *'Let all that you do be done in love'*

We aim to provide a safe, caring and friendly environment for all our pupils that allows them to learn effectively, improves their opportunities in life and maximises their personal development and potential. Our intention is to ensure that all pupils feel safe in our school and that they have a clear understanding of the issues relating to safety, including bullying. We are a 'Telling School' that promotes self-discipline and teaches pupils the skills necessary to form good relationships that allow them to make the right choices for themselves and others. We want pupils to feel confident in seeking support in school should they feel unsafe. We firmly believe that bullying is unacceptable and we do all we can to prevent it, by developing a school ethos in which bullying will not be tolerated; we take both a reactive and proactive approach to dealing with bullying.

"There is a strong sense of community in the school and pupils' behaviour and their attitudes to learning are strengths of the school". [OfSTED, December 2012]

"The Headteacher and staff have high expectations of pupils' behaviour and attitudes. Consequently, pupils show a high level of regard and respect for others and happily celebrate their peers' achievements and successes. Relationships between pupils and adults are very positive throughout the school". [OfSTED, December 2012]

"Pupils, clearly, understood what constitutes bullying and unanimously reported that such behaviour was exceptionally rare and were very confident that any minor incidents of inappropriate behaviour were dealt with immediately". [OfSTED, December 2012]

Our school Motto is 'Lead the Way'. Children are expected to exhibit high standards of behaviour at St. Alban's and are encouraged to lead the way in everything they do.

4. DEFINITION OF BULLYING:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

4a. How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate (over time).
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility may be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required. Each incident is therefore dealt with individually and appropriately at St Alban's.

4b. What does bullying look like?

Bullying may include:

- persistent name calling, taunting or mocking
- making offensive comments (e.g. homophobic)
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet

- gossiping and spreading hurtful and truthful or untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals, it can also often take place in the presence (virtually or physically) of others who then become the ‘bystanders’ or ‘accessories’.

4c. Why are children and young people bullied?

Bullying may take place for no apparent reason, but can be related to perceived ‘difference’ or vulnerability. Specific types of bullying may include, but are not restricted to:

- bullying related to race, religion, sex or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

4d. Reporting and responding to bullying:

Our school has clear and publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people); this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Staff will:

- Respond promptly to concerns expressed by pupils
- Listen carefully and calmly to pupils regarding alleged bullying incidents and record significant incidents (who, when, where and how). The victim and bully should be aware records are being made.
- Inform the Headteacher or a member of the school leadership team (SLT) so that actions can take place and, where appropriate, inform other colleagues.
- Treat bullying incidents appropriately for each individual circumstance/situation.
- Work with parents to resolve issues.
- Use a proactive approach. Children are regularly reminded that we are a ‘Telling School’ and that they should always report any concerns to a member of staff as soon as a problem is identified, whether the child is a victim or a ‘bystander’. It is not acceptable to be a ‘bystander’ as this may be seen as condoning bullying. If bullying is witnessed, it must be reported to a member of staff. The school encourages co-operative play between children throughout the day in order to reduce opportunities for bullying. Anti-bullying posters are displayed prominently around the school and bullying is tackled in EPR lessons, in assemblies and in texts read in RE and English lessons; there is an added focus during Anti-Bullying week. Children are encouraged to openly discuss differences between people that could motivate bullying. The school also teaches children that using any prejudice-based language is unacceptable.
- If it is identified that the bullying has taken place, staff will use a restorative approach to improve relationships between victim and bully and complete a ‘Bullying Incident’ form. The names of those involved may be mentioned at weekly staff meeting, if appropriate. Parents are informed. Both parties are supported to bring the situation to an end. A record is started, making clear the implications of the incident being repeated and being labelled bullying. The Key Stage Leaders are responsible for keeping a record of bullying incidents and will report back to the Headteacher. The Key Stage Leaders and Headteacher use the behaviour policy as guidance and will develop an individual mentored behaviour programme to change bullying behaviour. Ending the bullying is essential; however, we recognise that a child who engages in bullying behaviour needs help to change their ways. When required, the advice and expertise of outside agencies will be sought (e.g. Behaviour Support Team,

Education Psychologist). Where the need arises, LA guidelines for suspension and exclusion will be followed.

4e. Staff advice

- 1) Talk to the child who has been upset; find out what happened and how it made them feel. Encourage a 'telling' culture.
- 2) Talk to the 'perpetrator' on their own – try to identify any underlying issues and emotions. Ask them how they think the other child is feeling and get them to explain what they could do to help change this.
- 3) Give the 'perpetrator' a specific task e.g., write a letter of apology.
- 4) Talk with the 'victim' about the actions taken. Teach them to use their personal power to deal assertively with children who confront them in future, using a firm tone and 'I feel' statements.
- 5) Supervise the apology/ hand over of the letter/ agreement of future actions, ensuring that the apology is genuine and that the victim feels safer as a result.
- 6) Set times and dates to follow up on the incident and ensure that the situation has been resolved. For serious incidents, these would be daily, weekly, half-termly until it is resolved for good.
- 7) Consider asking an older child to act as a 'buddy' to the victim.

In the event of cyber-bullying:

- Advise the child or young person not to respond to the message.
- Refer to relevant policies including 'e-safety' and 'acceptable use' policies.
- Secure and preserve any evidence.
- Inform the sender's e-mail service provider.
- Notify parents of the child or young person involved.
- Consider informing the police, depending on the severity or repetitious nature of offence.
- Inform the school e-safety Leader.
- Inform and request the comments be removed if the site is administered externally.
- Inform LA e-safety officer

4f. Child advice

- 1) Tell yourself you do not deserve to be bullied.
- 2) Try to show that you are not upset - be assertive.
- 3) Get your friends to support you and show that you and your friends disapprove.
- 4) Tell an adult - do not stand by and watch, go and get help.
- 5) Remember, we are all individuals and different and we should be allowed to be proud of ourselves.

4g. Parent advice

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents are able to help immediately if they feel there is potential for a situation to lead to, or may have already become bullying by:

- Discussing the matter sensitively with the child.
- Sympathising, listening carefully and try to calmly find out what happened.
- Reassuring the victim that the bullying will cease.
- Encouraging the child to talk to an adult at school.
- Informing the school and discussing the matter with the class teacher or senior member of staff. (It is neither appropriate nor acceptable to take matters into your own hands, i.e. approach the 'bully' at school or parents).
- Do not advocate a 'hit back' policy.

Contact the school:

- Talk to your child's teacher before or after school, or make an appointment - don't wait as the school is eager to resolve the issue as quickly as possible.
- If the class teacher hasn't resolved the incident, call the office to make an appointment to see Mrs MacLennan (Anti-Bullying Co-ordinator) or the Deputy Headteacher.
- If the matter still remains unresolved, make an appointment to see the Headteacher or put your concerns in writing.

* Remind your child that St. Alban's is a 'telling' school and if an incident occurs the class teacher should be informed on the same day so that a proper investigation can take place.

Signs to look out for:

- Not wanting to go to school or truanting.
- Becoming shy, withdrawn and lacking in confidence.
- Having 'mystery illnesses', non-specific pains, tummy upsets, headaches.
- Arriving home with unexplained cuts/bruises or with clothing torn.
- Becoming frightened of walking to school. There may be a desire to change route or to go/return much later than usual.
- Asking for unexplained extra pocket money.
- Reluctance to meet other children.
- Personality changes e.g. irritability, tiredness, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness.
- Temper outbursts, abusive language or impulsive hitting out.
- Bed wetting and nightmares.
- Reluctance to go outside at break time.

This is not an exhaustive list.

5. ROLES & RESPONSIBILITIES

5a. The Senior Leaders

The Senior Leaders in our school are the Headteacher, Deputy Headteacher and the Anti-Bullying Co-ordinator.

Their responsibilities are:

- Implementing the policy, monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Coordinating strategies for preventing bullying behaviour

The Senior Leaders will lead the use of a restorative approach in resolving issues and by coordinating the recording system. They will record incidents of bullying in a folder which is kept in the Headteacher's office. 'School Bullying Incident Forms' (Appendix 1) are completed in conjunction with the class teacher and any other staff that may have been involved.

When completing the forms, the Senior Leader or class teacher will:

- Indicate the type of incident;
- Indicate factors that may have motivated the bullying incident (such as race, disability etc.);
- Provide a brief description of the incident and the action taken;
- Arrange a meeting with all involved parties to ensure that the matter is genuinely resolved;
- Record what sanction has been applied to the perpetrator;
- Record contact with the parents of the victim and perpetrator and whether outside agencies have been informed.

Other relevant information, such as letters or emails, is retained on record.

The Headteacher or Key Stage Leaders will undertake a termly audit of reported incidents, to look for patterns and ways in which the school can avoid similar incidents happening in the future. This data is also monitored by the Anti-Bullying Governor.

5b. Staff

All staff in our school:

- Take all forms of bullying seriously.
- Are vigilant and aware of the signs of bullying.
- Will intervene to prevent incidents from taking place.
- Will address bullying through the curriculum.
- Endeavour to establish a climate of trust and respect for us all.
- Distinguish between friendship issues, aggressive behaviour and bullying.

Appendix 1: School Bullying Incident Form (example)

St Alban's Catholic Primary School



School Bullying Incident Form

Date:	
Reported by:	
Reported to:	
Victim's Name & Class:	
Perpetrator's Name & Class:	
Class Teacher:	
Statement: (attach eye witness account)	
Evidence:	
Statement taken by:	
Action Plan:	

Parents informed:	Yes / No
Head teacher informed:	Yes / No
Outside Agencies involved	
Date of review:	
Date of resolution:	
Victim's Comments at review:	
Sanctions:	