

Anti-Bullying Policy for Children

*Let it be known to all who enter here that
Christ is the reason for this school,
the unseen but ever present teacher in its classes,
the model for its children, the inspiration for its staff.*

1 Introduction

1.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and Tackling Bullying - DfE 2017)

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos, that reflects our Catholic faith, in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur. Appendix A contains a definition of bullying.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities, ensuring all bullying is unacceptable.

3 The role of governors

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher 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.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can use the usual complaints procedure in order that the incident can be investigated.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying (see Appendix B)

4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of teachers and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the phase leader who will in turn deal with the matter.

5.3 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum and circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should follow the usual complaints procedure.

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

7.3 Our School Council has developed its own anti-bullying code (Appendix B)

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

8.2 This policy will be reviewed in two years, or earlier if necessary

Approved by the Governing Body

Signed: _____

Date: April 2017

Chair of the Governing Body

APPENDIX A

What is Bullying?

Bullying happens when a person is subjected to repeated unpleasant acts over a period of time, by another person or persons. It can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim, coercing the victim into acts which they do not wish to do, or indirect attack through exclusion from group activities.

In child's language this means:

- **Hitting**
- **Kicking**
- **Name calling**
- **Leaving out of games and groups for no good reason**
- **Making fun of**
- **Threatening**
- **Forcing someone to do something wrong against their will (persistently by one person or a group of people)**

Isolated acts of unpleasant behaviour of any kind will always be taken seriously, and will be dealt with firmly but sympathetically in line with the behaviour policy of the school. These isolated acts should not be regarded in the first instance as bullying, but staff will monitor such incidents carefully to identify any pattern of behaviour that could constitute bullying.

Symptoms to look out for in a child

1. **Change in usual behaviour pattern**
2. **Withdrawal into oneself, moodiness, secretiveness**
3. **Unwillingness to: - come to school
go out to play
join a group
partner someone specific**
4. **Aggressive behaviour, especially towards siblings at home**
5. **Frequent tearfulness**
6. **Bed Wetting**
7. **Attention seeking**
8. **Embarrassed denial of any problem**

These could be early warning signs of bullying. However, these symptoms alone should not be taken as evidence that bullying is occurring, as they may be indicators of other problems.

APPENDIX B

Advice for Class Teachers:

- 1. If a child approaches you to tell you something, LISTEN sympathetically.**
- 2. Get enough information from the child to enable you to make an assessment of the situation.**
- 3. If you believe it is not an example of bullying:-**
 - i) Use your professional judgement to deal with the situation in the best possible way in accordance with the behaviour policy of the school.**
 - ii) Monitor the situation in order to identify any emerging pattern of behaviour.**
- 4. If you believe it is an example of bullying:-**
 - i) Explain to the child that you believe it is best to speak to any other parties involved.**
 - ii) Speak to other parties to establish facts.**
 - iii) Bring the parties together to discuss, with a view to resolving the situation and achieving reconciliation.**
 - iv) Be firm about the unacceptable nature of the bullying behaviour and that it must not be repeated.**

If necessary inform the Headteacher who:

- i) Makes a record of the incident, and dates it.**
 - ii) Informs the parents of the children involved, and confirms that the situation has been dealt with.**
 - iii) Is aware of the possible need to offer continued support to the children involved through counselling or informal advice.**
- 5. If you suspect bullying even if a child has not approached you, use your professional judgement to monitor the situation, offer opportunities for talk or approach individuals if necessary, before following the steps listed above.**

Advice for Children

1. If someone is bullying you, or you think someone is bullying another person, tell a trusted adult, such as your teacher, a dinner lady, anyone else working in the school or your parents. It's the bully who has the problem, not you. A quiet time when no one else is about would be a good time.

If you are frightened to go to an adult, tell a friend, or go with a friend to an adult. There are lots of adults you can talk to.

2. What you say will be listened to and taken seriously.

3. How to deal with a bully (Written by the School Council 2015 and reviewed annually by the School Council)

- Tell teacher/adult.**
- Use worry bin/box/self-referral forms (Years 5&6).**
- Go to the Buddy Bench.**
- Ignore them, walk away and tell an adult**
- Make a noise to draw attention that you need help**
- Tell your parents**
- Ask an older sibling for advice**
- Look as if you're not affected by it and then go and tell someone about it**
- Look confident**
- If they are trying to get you to do something you know is wrong or you feel is wrong you must tell an adult.**

Advice to Parents:

1. If an occasion of bullying involving your child has arisen, you will be notified as to whether action has been taken or the incident is being investigated further. You are asked to respect this process while it is going on. You have a difficult role to fulfil because many situations are very complicated. We would ask you to listen to your child sympathetically, but with an open mind as there may be more than one side to the story.

2. In most cases, we would expect to be able to deal with the matter within school and will inform you of any outcome.

3. Once the matter has been dealt with, help your child with the agreed strategy for avoiding any recurrence. Some children will need more help in developing the self-confidence to deal with difficult situations as and when they occur.

4. The class teacher is your first port of call if you wish to find out more information. What you say will be listened to and taken seriously.

5. If you suspect that your child is being bullied or is bullying, it would be best to bring your concerns to the class teacher, who will follow the procedure as outlined earlier.

6. Please do not approach other children whom you suspect to be involved, or their parents. It is difficult for the school to deal with a problem if you have already taken matters into your own hands.

Teaching within the Personal Social and Health Education programme will address issues such as 'What is Bullying?' and strategies for dealing with difficult situations. We would ask you to support the strategies adopted by the school, as outlined in the advice to children.

Advice to other members of staff

1. If a child approaches you to tell you something, LISTEN sympathetically. Try not to dismiss what they have to say.

2. Get enough information from the child to enable you to make an assessment of the situation.

3. Trivial matters are best dealt with on the spot and need not involve anyone else. However, bear in mind that a succession of trivial matters can be indicative of something more serious.

4. If you have any concerns in this regard, refer to the class teacher of the child/children concerned.

