



ST TERESA'S CATHOLIC PRIMARY SCHOOL

ANTI-BULLYING POLICY

Mission Statement

Illuminated by the light of Christ and grounded in love, we grow together, on our journey of discovery and learning.

Introduction

St. Teresa's School is a Catholic Primary School and as such we believe that the ethos of the school must in all its spiritual, moral and cultural aspects reflect the teachings of Christ in the Gospels, in accordance with the rites, practices and teachings of the Catholic Church.

At St Teresa's we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is totally unacceptable and will not be tolerated.

A Definition of Bullying Behaviour

Bullying is:

- Deliberately hurtful (including aggression)
- Repeated over a period of time.
- Difficult for victims to defend themselves against.

The three main types:

- Physical (e.g. hitting, kicking, taking belongings.)
- Verbal (e.g. name calling, insulting, making offensive remarks.)
- Indirect (e.g. spreading nasty stories, exclusion from groups, spreading malicious rumours, sending malicious e-mails or text messages.)

Name calling is the most common direct form. Pupils may be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability. (taken from DfEE – Bullying – Don't suffer in silence 2000)

It is not bullying when:

- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental.
- There is a one-off fight/argument between pupils of equal stature or strength.

- There is a good reason why others cannot be included in a group activity.
- A pupil is called a nickname with which they are happy.

Aims

- To provide a safe, happy and secure learning environment for everyone in our school community, one which is conducive to effective teaching and learning, free from intimidation and fear.
- All members of the school community to be treated fairly, with respect and dignity.
- To ensure all pupils understand that is 'OK to tell' and all reports of bullying behaviour will be recorded and taken seriously.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- The school's anti-bullying policy is an integral part of our positive behaviour policy.

Responding to Bullying Behaviour

Procedures for recording and reporting bullying behaviour

- a) **Identifying a cause for concern in relation to bullying behaviour** – All staff at the school can raise a 'cause for concern' at the weekly briefings through the Safeguarding Concern Record. This could be due to a change in their behaviour or emotional state. At this meeting all members of staff would be warned to be vigilant and observe the children concerned. Any concerns made by parents should be to the relevant class teacher who would then share these concerns with all staff at the Briefing Meeting. The head teacher will have overall responsibility for ensuring the correct procedures are adhered to.
- b) **Responding to an allegation of child/child bullying behaviour** – Any allegation of bullying behaviour will be dealt with thoroughly and swiftly. All adults dealing with the allegation will be aware of the fears of the child making the statement and be sensitive towards them. Perceptive and discrete handling of the situation will help to reassure and protect the child. After an allegation

staff should then follow the Key Teacher Action and Flow Charts which are given as appendices to this policy.

- c) **Investigating an allegation of bullying behaviour** – After an allegation of bullying behaviour the key stage teacher will have enough information to carry out any necessary enquiries. **Liaison will be necessary with the class teacher, pastoral staff, and may be necessary with the designated teacher for Child Protection and the head teacher.**
1. The key stage leader and class teacher together agree: the level of seriousness of the alleged bullying behaviour; who will talk to the pupils involved; who else needs to be informed and at what stage, e.g. parents, head teacher, welfare staff.
 2. The key stage leader should speak to the victim and ask him/her to write down their account with dates, places and times and names if possible. The pupil should then be asked what they would like to happen next.
 3. If the key stage leader is satisfied the pupil is not in any immediate danger measures should be taken to support them for the rest of the day and if necessary until the situation is resolved.
 4. The key stage leader should then look into the allegations.
 5. The key stage leader may well have to talk to a number of pupils before being able to determine whether the allegations are true or false. Depending on the nature of the bullying incident and the names of the pupils involved, staff will decide the most appropriate way to carry out enquiries.
 6. If allegations are proven to be true contact should be made with the parents of those involved.
 7. The key stage leader should complete an INCIDENT LOG including date and time when parents were contacted.
- d) **Responding to a clear incident or an extremely serious violent incident of bullying behaviour** – In the event of a clear incident of bullying behaviour it is our responsibility to ensure the safety of the victim.
- 1) In the event of an incident the children should be escorted by a member of staff to the key stage leader for the appropriate year group. At this point the senior member of staff will decide whether to separate the children or not.
 - 2) The children will be supervised by a member of staff at all times.
 - 3) The procedures explained in the flow chart will be followed and explained to the children involved.
 - 4) A written account will be made and witnessed by all parties. This will be kept on file and this will be explained to the pupils involved.

- 5) An Internal incident form or a LEA Serious Incident Log will be completed depending on the seriousness of the incident.
- 6) Along with other members of the Senior Leadership Team the key stage leader will decide on who will and when the parents are informed.
- 7) The senior leadership team will inform and advise the parents on how their actions might help the situation.
- 8) The senior leadership team will decide how to keep the pupils safe and decide an appropriate response in the short and long term.
- 9) All decisions made by the senior leadership team will be explained thoroughly, where appropriate, to governors, staff, parents and children.
- 10) If the incident is of a serious violent nature it will be decided if the police or other agencies need to be involved.
- 11) If the incident is of a serious nature the senior management team will decide if it is appropriate to speak to the other pupils in class or in assembly.

E) Responding to a concern from a parent/carer - If a parent or carer has a concern regarding bullying behaviour they should make an appointment to meet with the child's class teacher. The meeting will be recorded, signed and dated.

- a) If a parent raises a concern about bullying behaviour the school will respond quickly and in a positive way.
- b) If a concern is reported informally a member of staff will still log the concern and act upon it.
- c) An investigation will be carried out and the parents informed of the findings.
- d) The class teacher, supported by the appropriate key stage leader, will take steps to ensure the parent is satisfied that the school has responded appropriately and has met the needs of the pupil.
- e) The class teacher should follow up the concern with a phone call or a chat with the parents about two weeks after the incident to ensure no further occurrence has taken place.
- f) The school will maintain a dialogue with parents until all concerned are happy that the situation is resolved.
- g) The head teacher will be kept informed at all times.

F) Responding to a complaint from a parent/carer-

- a) The head teacher and the key stage leader will work in partnership when dealing with the complaint and the governors will be kept well informed.

- b) Parents will be invited to discuss the matter with the head teacher and teacher involved.
- c) A record will be kept of the meeting and the nature of the complaint.
- d) A record of action already taken by the school will be shown to parents/carers.
- e) Further action to be taken is agreed with the parents (and the child) and recorded.
- f) A date for further contact with parents will be made to monitor the situation.

The key stage leader will check the anti-bullying policy to ensure it is being followed and that the school is providing all the help for the pupil it can possibly give.

Parents will be made aware of their right to use the School's Complaints Procedure if they are not satisfied with the school's response to their initial complaint.

G) Responding to the parent of a pupil who is using bullying behaviour –

This is a potentially difficult meeting and the head teacher and the staff involved will be as sensitive as possible to the parental response. The school will endeavour to prove to parents the nature of their child's behaviour and try to ensure the parents work in partnership with the school in the interest of their child. The school may wish to involve other agencies/professionals in order to help the pupil modify their behaviour. See appendices for list of appropriate agencies.

Monitoring Suspected Bullying Behaviour

If suspected bullying behaviour is taking place in school then the following information needs to be gathered on the following:

- names (who?)
- behaviours (what?)
- places (where?)
- times (when?)

Names

Once a name (s) have been established then:

- The key stage leader will inform the class teacher of the pupils involved.
- The key stage leader should log the cause for concern.
- Together they will agree the types of observation/monitoring required to ascertain whether bullying behaviour is taking place.

Behaviours

Where bullying behaviour is suspected and there is concern about the behaviours exhibited by a group of pupils or an individual careful monitoring to identify the nature and level of seriousness of the behaviour will be necessary.

The Key Stage Leader should consider the following:

- What types of observation and monitoring will be most effective?
- What evidence is there that bullying behaviour is taking place?
- How to establish where the behaviour is taking place?
- How to establish the level and seriousness of the bullying behaviour?
- Whether the behaviours constitute an on-going pattern?
- The numbers of pupils involved?
- How evidence will be collected?
- What specific action is needed in the short and long term?

Further considerations

- What interventions can be put into place in the short, medium and long term?
- If any specific intervention strategies are needed with groups or individuals.
- If other members of staff need to be involved e.g. PSHE for any curriculum interventions.

Places and Times

Bullying behaviour outside the classroom

If bullying behaviour is suspected in the playground, corridors, PE changing rooms, toilets or other communal areas, the school will need to:

- inform welfare staff to be extra vigilant.
- Arrange for spot checks.
- Consider changing duty rotas/routes.
- Raise awareness with both teaching and welfare staff.

- Raise awareness with prefects and monitors.

If, after monitoring and observation, there is a general consensus that the level of behaviour within communal areas is unacceptable the head teacher may then to consider:

- The possibility of changing the playground environment.
- A change in the movement around school.
- A change to a staggered lunchtime and or break.
- The introduction of a supervised quiet room at lunchtime.

Bullying behaviour inside the classroom

If a class teacher reports bullying taking place in the classroom, the key stage leader or the class teacher may wish to offer support in the following ways.

- Observation and monitoring of the pupils involved.
- Discussing with staff the possibility of a change in seating arrangements for those pupils involved.
- Involve the class in developing further strategies to combat unacceptable behaviour.

Sanctions

The way in which the school responds to bullying behaviour will clearly differ from incident to incident. The school has an array of sanctions it might use in response to bullying behaviour. Where persistent and violent bullying takes place tougher sanctions will be necessary. The sanctions used by the school are not necessarily in an incremental format.

Preventative Measures

The two most important preventative strategies to guard against bullying behaviour is in the ethos and culture of the school and in the planned PSHE and Citizenship curriculum.

Our Mission Statement underpins the way in which all policies and procedures are carried out in school. It determines the manner in which we deal with situations and people. We are a welcoming and friendly school with good communication between all members of our school community. Our pastoral systems and relevant policies are known and understood by all. Pupils know who and how to tell. Parents know how to voice concerns and who to speak to. All staff have clear procedures to put into operation when bullying occurs. Pupils can share their concerns and ideas openly with staff during circle time and they are asked to make contributions to school development through the school council.

The building of good relationships is encouraged between all members of the school community. All individuals in the school feel valued and the curriculum is planned to meet the needs of the pupils and to encourage self esteem and confidence. Teaching staff create a positive classroom climate throughout the school and teaching styles promote positive relationships between teacher and pupil. All adults in school provide models of caring and respectful behaviour; respect is shown from individual to individual. The school regularly celebrates achievements of individuals and groups and diversity within its community at weekly praise assemblies.

Pupils

- Pupils know it is 'OK to tell'.
- Pupils know who and how they can tell.
- Pupils have confidence that in telling about bullying or intimidating behaviour, something will be done.
- Pupils are involved in assemblies on bullying behaviour annually.
- There is a circle time box for children to use for reporting bullying behaviour.
- There is an opportunity for discussion whilst protecting anonymity.
- Pupils are kept informed about their concerns regarding bullying behaviour.
- The curriculum is designed to help all children understand and address the effects of bullying behaviour.

Welfare Staff

- There are regular meetings held between welfare staff and the head teacher.
- Good relationships are encouraged between welfare and teaching staff.
- The welfare staff are made to feel valued by the school and have status within the school community.
- Procedures to report and deal with bullying behaviour are agreed with welfare staff and clearly laid down.

Parents

- Parents know to contact the appropriate class teacher.
- Parents can feel assured that confidentiality will be maintained.

- Parents understand the school procedures for dealing with bullying behaviour.
- The Complaints Procedure is available for parents on request.

The whole school curriculum ensures that bullying behaviour is addressed in other subject areas and in assemblies. The PSHE and Citizenship Scheme of Work provides a planned approach to the issue of bullying behaviour and provides opportunities for each year group to address bullying behaviour in an open and supportive environment. It also enables all members of the school to have a shared approach to addressing bullying behaviour through the curriculum. The PSHE and Citizenship Scheme of Work helps to raise awareness of bullying behaviour; increases personal and social skills; builds and maintains self esteem; builds empathy and understanding and deals with issues and concerns around transition from KS2 to KS3. The RE curriculum, 'Come and See' and regular Collective Worship contribute to the ethos of the school. The help and support provided by St Peter's Catholic High School helps to address any concerns regarding transition.

Intervention Strategies

When bullying behaviour occurs the school response will be swift and will follow the procedures outlined in this policy. However if bullying behaviour persists there will be a need to intervene to try to change behaviour. The school could use a range of intervention strategies, such as: group work; circle time; buddy scheme; peer mentoring; adult mentoring; active listening approaches; assertiveness training; No Blame Approach; Home visits from the attendance support officers; IDSS; Teacher advisors; Educational Psychologist; CAMHS.

Implementing the Policy

The head teacher and the Senior Leadership Team will ensure that this policy is promoted, presented, understood and adhered to by all members of the school community. This can be fulfilled in a variety of ways such as: meetings with staff, governors and parents; newsletters; websites; special events. As well as for the children: collective worship, curriculum, assemblies, anti-bullying week and theatre groups.

Monitoring the Policy

The head teacher is responsible for ensuring that this policy is monitored and will remind all staff in appropriate meeting of the requirements of this policy. She will monitor the success of the policy in a variety of ways. An annual questionnaire to children will be carried out to ascertain children's views on bullying in the school.

Evaluating the Policy

This policy will be reviewed and evaluated in September 2016.