



CHRIST THE KING CATHOLIC
COLLEGIATE

A Multi Academy Company

St Teresa's Catholic Primary School

Anti-Bullying Policy



St. Teresa's Catholic Primary School
'With Christ, we grow in faith and understanding.'
Anti-Bullying Policy

Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying - A Charter for Action*. This policy reflects this guidance.

Rationale

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils

Aims of the policy:

At St. Teresa's we identify that bullying is wrong and damages individual children. Therefore we aim to:

- do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- through this policy, produce a consistent school response to any bullying incidents that may occur.
- make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of the Governors

- The governing body supports the head teacher 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.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. 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.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Head teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy, 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 head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher 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.
- The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher 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.

- There is no single solution to the problem of cyberbullying. These are the five key areas schools need to address together to put in place a comprehensive and effective prevention plan:

Understanding and talking about cyberbullying

Updating existing policies and practices

Making reporting cyberbullying easier

Promoting the positive use of technology

Evaluating the impact of prevention activities

The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 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 head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.
- All incidents of bullying are recorded on Behaviour Incidents Form (Appendix 1). These forms should be kept by the class teacher and given to the head teacher or deputy to record in the safeguarding log book when a pattern is emerging. Incidents are also recorded which occur near the school whilst the children are on their way between school and home. Any adult who witnesses an act of bullying should inform a teacher, the deputy or the head teacher so that a record in the log can be made.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and consequences for the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the head teacher will be informed, who will then inform the Special Needs Coordinator and the Learning Mentor. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the head teacher may contact external support agencies, such as the social services.

- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use focused Anti-Bullying/Friendship weeks, drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Teachers should make all children aware of the Child Friendly Anti-Bullying Policy and use it to support the prevention of bullying within our school. This should be prominently displayed in the classroom.

The role of the parents

- 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. If they are not satisfied with the response, they should then contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of the pupils

- Pupils are encouraged to adopt the positive behaviour of tell, as soon as possible, any school adult they trust if they are being bullied, or if they know of a friend who is being bullied. If the bullying continues, they must keep on telling people.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire. This can also be done via the School Councillors and Friendship Buddies.
- The whole school delivers frequently lessons, assemblies, workshops and theatre productions on the issues surrounding bullying and pupils have a chance to share their views and have them considered as part of this policy. (See Child Friendly Anti-Bullying Policy)

Monitoring and review

- This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.
- The anti-bullying policy is the governors' responsibility, and they review its effectiveness bi-annually. They do this by examining the school's safeguarding logbook, where incidents of bullying are recorded, and by discussion with the head teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed every two years or earlier if necessary.

Date: Updated: November 2015

Governors approved November 2015

Appendix 1

Behaviour Incidents Form

Date:
Place:
Name of Child:
Details of incident:
Action Taken:
Form completed by:

