



**St John the Baptist
CATHOLIC PRIMARY SCHOOL
A VOLUNTARY ACADEMY**



**A MEMBER OF
THE BISHOP KONSTANT CATHOLIC ACADEMY TRUST**

St John the Baptist Catholic Primary School

Anti- Bullying Policy

Policy written: March 2017

Adopted by Staff and Governors: March 2017

Date for Review: March 2018

OUR MISSION STATEMENT

St. John the Baptist Catholic Primary School is rooted in the local Catholic community with which it shares beliefs and values.

Christ is the way, the truth and the life.

Our school is a welcoming Christ-centred community, committed to the development of faith and worship.

Our mission is to provide a loving and stimulating environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.

**Our children will be encouraged to develop an awareness and respect of others as well as themselves,
as we all journey through life with Christ**

In line with our Mission Statement and Aims, we believe that all children, and adults, have the right to be safe and happy at school.. We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening is expected to tell the staff also.

DEFINITION

The **Anti-Bullying Alliance** defines **bullying** as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or through cyber space.

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person by another, or a group of others, is premeditated and usually forms a pattern of behaviour, rather than an isolated incident

The Anti-Bullying Alliance defines the principles of bullying behaviour as follows:

- 'bullying behaviour deliberately causes hurt (either physically or emotionally)
- bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)

bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves

Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy'

Specific forms of bullying; why bullying is carried out:

- *appearance*
- ability
- health
- *family or home circumstances (including looked after children and young carers)*
- *social class*
- *social exclusion*
- *race, religion or culture*
- *special educational needs or disabilities*
- *sexual orientation*
- *sexism, sexual and transgender*

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist or racial taunts, graffiti, gestures
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyberbullying - All areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Our school has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All Governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All Governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises. Use of the TootToot Make a Noise App can be used to report bullying.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff using the school bullying Incident log.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem and find a way forward.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated by the SLT

6. An attempt will be made to help the bully (bullies) change their behaviour through support with the Pastoral and Learning Mentor
7. The Chair of the Academy Council, who is the councillor responsible for monitoring incidents of bullying, will meet regularly with the Headteacher to discuss recent incidents of bullying behaviour and the outcome and impact of any measures put in place.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place in line with our Behaviour Policy.
- 2) If possible, the children will be reconciled through a programme of restorative work led by the Pastoral and Learning Mentor.
- 3) In very serious cases, exclusion will be considered
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school/ classroom rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- Share with the school community the TootToot Make a Noise App so that the pupils have a voice to report bullying

Every year we will take part in Anti-Bullying Week (November). We will approach the subject of bullying through our Statements to Live By and weekly Circle Times.

Everyone in the school community must:

- ***Tell - either face to face or through the online Make a Noise app***
- ***Act - report those who are causing unnecessary emotional stress/ follow up reports of bullying***
- ***Be aware of personal safety***

Adults in the school must:

- never ignore bullying
- be assertive, not aggressive
- not get tied up in 'the truth debate'
- give time for children to tell
- adopt a 'problem solving' approach

- involve parents as soon as possible

All staff will undertake the Anti - Bullying Alliance online training and dedicated CPD linked to the Toot Toot Make a Noise programme.

DEALING WITH BULLYING

A bullying incident involves:

Bully/ies

Victim/s

Bystanders

Staff and Parents

BYSTANDERS.

In our school all children will be aware of their role in preventing or stopping bullying.

Bystanders are expected to become actively involved in reducing bullying. They may be aware of what is going on but do not want to get involved. By staying silent they are agreeing with the bullies and preventing the problem from being solved. By keeping quiet they are prolonging the suffering of others. They can make a big difference in challenging others behaviours by speaking out.

This is why the first step is to **TELL**. However, bystanders may be afraid that the attention of the bullies might be turned on them but they should be reassured that, if the school is always open and prepared to listen, the environment becomes more transparent and less conducive to the bullying which is often covert and hard to detect.

The subject of bullying must be revisited at frequent intervals to sustain the climate against bullying.

BYSTANDERS ARE THE STRONGEST ALLIES IN PREVENTION.

They can support the victim by

- **showing disapproval**
- **supporting or making friends with the victim**
- **reporting the incident immediately to an adult**

BULLIES AND VICTIMS

The most effective, immediate responses to bullying are PROBLEM-SOLVING. The following strategies will be used ~

- Phase 1 - Individual 'chats' with the *bully* to reach agreement that the child (*victim*) concerned is having a bad time and agree individual action and with the victim to reassure them that action is being taken.
- Phase 2 - Follow up a week later to find out about the effectiveness of individual action, celebrate success and, if appropriate, set new targets.
- Phase 3 - Group meetings to establish long-term change

Conflict is most easily resolved when the people in the conflict have a sense of a long-term future together. A programme of support and intervention by the Staff team will be introduced.

Individual 'Chats' (Phase 1)

The Bully

- "I hear you have been nasty to X. Tell me about it."
- Let the child talk
- Avoid closed questions
- Don't question if they complain about the bullied child
- "So it sounds as if X is having a bad time in class/school/playtime"

If they say it's his/her fault, accept their point of view but still point out that they are having a bad time

- "I was wondering what you could do to make things better for X"
- Accept suggestions
- Don't bargain or question
- Don't discuss how
- "OK. I'll see you next week to find out how you are getting on"

It is not important that the child has denied direct involvement in the bullying behaviour – the teacher may know that this is not true but does not challenge the child's account. The aim is simply to establish that 'X' is having a bad time. This acknowledgement is to establish the point of common concern, and enables the teacher to ask the child to take an active role in changing the situation.

THE VICTIM

The discussion with the victimised child would differ slightly by focusing on the bullying behaviours he/she has experienced and identifying a strategy to help prevent or stop the bullying. **Encourage assertiveness rather than aggression.**

Some suggestions could be:

- saying "no"
- saying "no, I don't want to"
- repeating answer like a stuck record
- 'fogging' – looking past the bully as they speak
- positive self talk into a mirror
- walking away
- getting away

Always try to:

- be assertive, not aggressive or passive

- enlist support
- escape
- **AND ALWAYS TELL SOMEONE** either face to face or through the online portal

Phase 2

The following week, the teacher meets with each child individually again. This time they discuss how successful each one has been in stopping the bullying. Success is praised and the children are asked to maintain or increase their efforts.

Phase 3

This is a group meeting which includes both those who have been bullying and the child who has been bullied, if the victim agrees to it. In this meeting, long-term strategies for stopping bullying are agreed. The outcomes are not intended to improve the quality of friendship between the two parties but rather to identify ways in which they will be able to tolerate each other in the days, weeks, months and years ahead.

Problem solving approaches enable the bullied child to take an active role in stopping the bullying. Other types of responses do not allow the victimised child to respond and will therefore increase their feelings of helplessness. A programme of restorative work can take place under supervision of the Pastoral Support Mentor.

Involving Parents

Without the involvement of parents, the problem-solving does not always work. Making parents aware that their son or daughter has been involved in bullying others demonstrates that the school takes the problem seriously and is keen to change things. Working with parents to help to identify practical ways in which they can help their child to stop bullying others provides collaborative strategies for achieving this.

Parents might wish to deny that their child is bullying others but, again, time spent chasing the truth amongst conflicting and confrontational statements is not productive. It is better to take the line that we all need to be involved to improve the relationships between 'X' and 'Y' so that blame is not apportioned but constructive strategies are developed.

Cyberbullying

In today's society children have access to a variety of technology for the potential for cyberbullying. The children will undertake lessons and assemblies during E Safety week in the spring term to warn of the dangers of online safety, as well as regular reminders when using the internet in school.

The following steps are useful in the prevention of cyberbullying.

- Keep evidence of the bullying by saving content
- Block abusive users
- Regularly change passwords and remind the children of the dangers of sharing passwords with others
- Follow the procedures for reporting abusive content on social network sites
- In cases of threats of violence or sexual content contact the police

This policy has been written with reference to the Anti Bullying Alliance and the TootToot Make a Noise Programme for schools. It is to be read in conjunction with the school's Behaviour, SEN and Safeguarding policies.

This policy will be updated annually.

Useful Websites:

anti-bullyingalliance.org.uk

Childline.org.uk

Bullying.co.uk

Internetmatters.org

Signed:

Date:

Mrs Carmen Pearce

Chair of the Academy Council