



HOLY FAMILY & ST.
MICHAEL'S CATHOLIC
PRIMARY SCHOOL, A
VOLUNTARY ACADEMY



Everything we do is for the children

The main aim of our Mission Statement is that our teaching and learning are centred on the teaching and example of Jesus Christ.

Anti-Bullying Policy

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Headteacher: Mrs. C. Cade B.A. (Hons) NPQH

Cobblers Lane, Pontefract, West Yorkshire, WF8 2HN

Telephone: 01977 798303

Email: headteacher@hfsm.bkcat.co.uk

Safeguarding Statement

At Holy Family and St Michael's School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

Anti- Bullying Policy

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.

What Is Bullying?

Bullying is the repeated use of aggression against one person with the intention of causing them physical or mental pain. Bullying results in pain and distress to the victim.

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 racial taunts, graffiti, gestures
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber 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.

Schools have 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.
- 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
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place in line with our Positive Behaviour Policy.
- 2) In serious cases, exclusion will be considered
- 3) If possible, the children will be reconciled

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 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

Every year we will take part in Anti-Bullying Week (November). We will approach the subject of bullying through our Statements To Live By work ~ 'Say no to bullying'

Everyone in the school community must:

- **tell**
- **act**
- **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

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. 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.

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 meeting 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.

Individual 'Chats' (Phase 1)

- "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"

- As soon as they agree, move to speech 3
- 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

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.

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.

Claire Cade - Headteacher
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