

**ST. MARY'S CATHOLIC  
PRIMARY SCHOOL**



**A POLICY DOCUMENT**

**ANTI-BULLYING POLICY**

DOCUMENT TITLE	Anti-bullying Policy
COMMITTEE RESPONSIBLE FOR POLICY	Teaching & Learning Committee
REVIEW FREQUENCY	4 Years
LAST REVIEWED	January 2015
NEXT REVIEW DUE	January 2019
POLICY AUTHOR	Mr Tris Brown – PA to Headteacher
APPROVAL BY	

# OUR MISSION STATEMENT



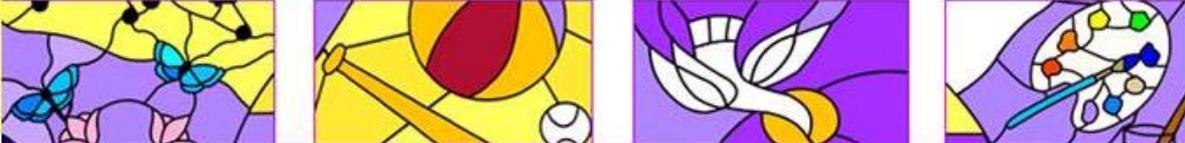
**St Mary's Catholic  
Primary School**

**To be the best that we can be.**

We are uniquely created by God,  
Each of us is equally valued and cherished for who we are.

Together we **learn** and grow with God.  
Together we **support** and motivate one another.  
Together we **respect** each other and the world in which we live.  
Together we **forgive** as God forgives us.  
Together we **inspire** lively and enquiring minds.  
Together we **encourage** creativity, independence and responsibility.

Together we are home, school, parish, community.  
We work together through the Gospel values central to the Catholic faith.



## The Aims of Our School Are:

- To provide for the full personal and spiritual development of the pupils as they move on their journey of faith.
- To help the pupil to understand that every human being is uniquely created by God and destined to share in the life and love of the Father, Son and Spirit and that each is valued equally and cherished for who s/he is.
- To develop in the children enquiring minds, perseverance and the capacity to; question and listen, discuss rationally, be tolerant and work together or independently.
- To provide a broad balanced curriculum for the child, this, when applicable, takes into full account the requirements of the National Curriculum.
- To provide equal access to the full curriculum for all the children in our school.
- To provide opportunities for worshipping as a community.

The policy is designed to challenge and prevent all forms of bullying and reflects the school aims and ethos. The policy must be shared and implemented by all members of the school community and visitors.

We believe our aims will be best achieved in the framework of a relaxed, pleasant atmosphere in which pupils can approach adults, talk about their worries and feel confident that adults will listen, help and follow up on their concerns. Individual needs require an individual response. Bullying is an anti-social behaviour and affects everyone.

## 1. DEFINITION

1.1 Bullying is repeated intentional behaviour by one or more adult or child, which uses power to hurt, threaten, frighten or cause unhappiness to another or others through physical, verbal or indirect means such as cyber-bullying or rumour spreading.

1.2 It is not generally a 'one-off' act of temper or aggression.

1.3 We must also be alert to children who repeat their behaviour with different children.

- i **PHYSICAL BULLYING:** jostling, punching, slapping, kicking, biting, pushing or any kind of physical violence or assault.
- ii **VERBAL BULLYING:** shouting, swearing, teasing, badgering, name -calling, cursing families, use of threatening words, verbal taunting etc.
- iii **EMOTIONAL BULLYING:** exclusion, teasing, rumour-spreading, malicious gossiping, mental torment, threatening gestures ,menacing looks or stares, suggestive actions, inappropriate drawings, graffiti, note-passing, ostracising.
- iv **RACIAL BULLYING** via any of the above methods
- v **RELIGIOUS BULLYING** via any of the above methods
- vi **SEXUAL BULLYING** by any of the above methods
- vii **ELECTRONIC OR CYBER BULLYING:** carrying out any of the above by using any electronic means -phones (calls or texts) emails, social networking, blogs, faxes, cameras etc.
- viii **EXTORTION, DAMAGE OR THEFT** of property including packed lunches, coats, bags desks or school work.

### 1.2. In addition:

- Bullying does not only take place between children. Parents, teachers and adults sometimes bully children and other adults. If someone is persistently denigrated, his/her self-esteem will be damaged.
- Children may bully parents, teachers and other adults. A concern is that adults may be reluctant to admit this.
- A positive, open approach should help all members of our school community develop the necessary skills to deal confidently with all aspects of bullying.
- The bully, although the perpetrator, will nearly always have been bullied themselves and should be regarded as a victim and in need of counselling.
- All staff must be aware of the counselling service provided by the school for confidential support and advice.

## 2. AIM

2.1 In the living out of its mission statement the school seeks to provide an atmosphere where people show respect for each other and give due regard to the self-esteem of the individual.

2.2 To this end, bullying of any nature, i.e. verbal, physical or emotional, is actively and openly discouraged.

**2.3** In order to achieve the above aim the following measures are taken:-

- ❖ Children's awareness of each other and their role as a member of a Christian community is raised through our R.E. Programme and other curriculum areas, e.g. '**Circle Time**'.
- ❖ Children are given opportunities to discuss bullying and to make positive inputs into resolving difficult situations and problems, to reflect on their feelings and behaviour and to develop skills of assertiveness, empathy and communication.
- ❖ Members of staff, teaching and non-teaching, ensure supervision of all areas of the school.

### **3. PROCEDURES**

**3.1** Children are encouraged to report to adult supervisors any incident of bullying whether suffered or observed. Sympathetic attention is given to each reported incident and the deputy Headteacher or Headteacher is informed.

**3.2** The Headteacher will keep a formal record of all reported bullying incidents and their outcomes.

**3.3** All persons concerned are brought together to discuss the incident and a suitable resolution is made and followed up.

**3.4** In the event of serious or persistent incidents, parents are informed and invited to discuss the matter at school.

**3.5** If severe bullying continues despite parental involvement and school action and monitoring, then exclusion will be considered.

**3.6** At all stages parents and school will aim to work together in partnership.

**3.7** Parents will have the Right of Appeal to the Governing Body.

### **4. POLICY IMPLEMENTATION**

**4.1** All complaints will be taken seriously and thoroughly investigated (See APPENDIX 3)

**4.2** Everybody (Teaching and non-teaching staff, parents, carers, volunteers, tutors, governors and children) will be aware of our anti-bullying policy as part of their induction or annual training.

**4.3** Staff will actively display non-bullying behaviour.

**4.4** All staff aware of the vulnerable areas of the school (e.g. toilets, cloakrooms, 'blind' corners, playground, lunch hall, classrooms etc.) and will endeavour to supervise these areas vigilantly.

**4.5** Staff will be observant to the signs of bullying (See APPENDIX 2).

**4.6** Staff to implement school, class and playground rules consistently.

**4.7** Relevant information will be passed to next teacher in order to ensure consistency and awareness of vulnerability.

**4.8** Class teachers will observe carefully, analyse friendship groups and review seating arrangements as appropriate.

**4.9** Staff will take the view that it is a responsible and necessary act to report and record incidents of bullying according to school procedures-see appendix (1). All incidents/complaints re: bullying will be recorded and immediately reported to SLT. Proformas are monitored half termly.

**4.10** Children will be encouraged to take collective responsibility in reporting incidents of bullying and be aware of the seriousness of being a bystander.

- 4.11** Advice will be given across the curriculum for potential bullies, their victims and bystanders (e.g. PSHE/SEAL, Anti-Bullying week, assemblies and cross-curricular themes).
- 4.12** Wherever possible we will invite visitors/theatre groups to support our Anti-Bullying Policy. Parents will always be informed regarding bullying incidents.
- 4.13** Support can be sought from a variety of sources including SENNS, Educational Psychologist or social worker, SAFE Team Link worker and Medical Welfare Assistant.
- 4.14** Solutions will be sought by discussion with all parties.
- 4.15** Displays around the school.

## **5. DEALING WITH BULLYING INCIDENTS**

**5.1** In dealing with bullying incidents, the school should observe five key points:

1. Suspected bullying should never be ignored.
2. Staff should not make premature assumptions.
3. All accounts of the incident should be listened to.
4. The school will adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
5. The school will follow up regularly to check bullying has not resumed.

## **6. ADVICE FOR BULLIED PUPILS**

**6.1** Pupils are told never to 'suffer in silence' and are given a list of people they can go to for help and support. These are displayed around the school alongside the number for Childline.

**6.2** During a bullying incident, pupils should be advised to:

1. Try and stay calm and look as confident as they can.
2. Be firm and clear and look the bully in the eye and tell them to stop.
3. Get away from the situation as quickly as they can.
4. Tell a teacher or other adult at school.
5. Tell their family.
6. Take a friend with them if they are scared to tell an adult themselves.
7. Not blame themselves for what has happened.

**6.3** When they talk to an adult about the bullying pupils should be clear about:

- What has happened to them
- How often it happened
- Who was involved
- Where it happened
- Who saw what happened
- What have they done about it already

## **7. THE ROLE OF PARENTS**

**7.1** Bullying in school is everyone's problem. All staff, pupils and parents should be aware their bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

**7.2** Parents can watch out for signs that their child is bullied or bullying others. Parents, carers and families are often the first to detect signs of bullying.

**7.3** Parents should ask their child about school, progress being made and any friends they have. They should not dismiss negative signs. If they are worried, they should contact the school straight away.

**7.4** Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do.
- Make a note of what the child says.
- Explain that the child should report any further incidents to a teacher or other member of staff straight away.
- Make an appointment to see the child's teacher or a member of the SLT as soon as possible.

**7.5** Parents of a child who is bullying others should:

- Talk to their child regularly about how things are going at school.
- Talk to the child and explain that bullying is wrong and makes others unhappy.
- Show the child how to join in with others without bullying.
- Make an appointment to see the child's teacher ASAP and explain the problem and discuss how the school and parents can work together.
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

## **8. OFF THE SCHOOL PREMISES**

**8.1** The school cannot be directly responsible for bullying which takes place off the school premises but a school's failure to address harmful behaviour outside school might be a breach of the school's duty of care. In most cases what happens outside the school will have a direct influence on behaviour inside school.

## **9. DUTY OF CARE**

**9.1** In order to discharge our duty of care the school needs to:

- Have an Anti-Bullying policy which reflects expectations and procedures.
- Ensure that all staff is aware of the importance of detecting and dealing with bullying and that they have guidance on what to do if bullying is detected or suspected.
- Ensure that there is a culture in school which assures children that they will be listened to.

## **10. POSSIBLE SANCTIONS**

- Loss of privileges and playtimes.
- Written and verbal apologies.
- Behaviour contracts-class, group or individual.
- Restorative justice- if pupils agree.
- Official warnings.
- Exclusion from lunchtimes.
- Exclusion from specific games or parts of the site.
- Loss of independence e.g. accompanied to toilet, stairs, no messages etc.
- School community service e.g. helps in KS1.
- Fixed/permanent exclusion.

## **11. MONITORING, EVALUATION AND REVIEW**

**11.1** The school will review this policy every two years or in accordance with new legislation.

Implementation will be monitored by Governing Body and Senior Leaders. Governing body will delegate this.

**11.2** Data will be collected from pupils and parent surveys, suggestion boxes, staff/phase meetings, Exeter pupil Health related Behaviour Surveys.

**11.3** The policy will be promoted and implemented by all members of the school community. It forms part of the school Safeguarding Policy and must be read in conjunction with Equality, Safeguarding and Behaviour Policies. It will be disseminated to parents through school induction pack and display on the website. Implementation will form part of the agreed Code of Conduct for staff.

## 12. Appendix 1

# ST MARY'S CATHOLIC PRIMARY SCHOOL SERIOUS INCIDENT SHEET

This document, once completed, must be emailed to all staff members involved. Mrs Suzanne Dorran, Marianne Macdona and Mr Benjamin Martin must always be included in every email.

### Section A: INCIDENT

Date of Incident:

Date reported:

Reported by:

Reported to:

Location of incident:

Time of Incident:

Name/s of person/s involved:

Year Group:

Class:

### Section B: TYPE OF INCIDENT (tick as appropriate)

- Bullying
- Persistent or disruptive behaviour
- Damage including cyber attacks
- Drug and/or alcohol related
- Physical assault against an adult
- Physical assault against a pupil
- Race/Religion/SEN/Sexist/Homophobic abuse (please circle any that apply)
- Theft
- Verbal abuse/threatening behaviour against an adult
- Verbal abuse/threatening behaviour against a pupil

### Section C: ACCOUNT OF INCIDENT

Completed by:

**Section D: OUTCOME OF INCIDENT**

Completed by:

**Section E: INFORMATION TO BE SHARED WITH (tick as appropriate)**

- Class Teacher
- Support staff member
- PPA teacher
- Parents/Carers
- Assistant Headteacher
- Deputy Headteacher
- Headteacher

Signed:

Date:

### **13. APPENDIX 2: Possible Signs of Bullying: A checklist for Staff /Parents**

- We recognise that this is not an exhaustive list – but if a child's behaviour changes, the first step would be to give him/her an opportunity to talk about it:
- Child becomes withdrawn.
- Loses the ability to concentrate and deterioration in performance.
- Starts stammering.
- Erratic attendance or spurious illness.
- Persistently coming late to school.
- Becomes moody, aggressive, uncooperative or withdrawn.
- Stops eating or comfort eat.
- Cries themselves to sleep.
- General unhappiness or anxiety.
- Has nightmares or unable to sleep.
- Has unexplained bruises, scratches or cuts.
- Has aches and pains not adequately explained.
- Reverts to immature behaviour e.g. thumb sucking, nail biting or bed wetting.
- Has clothes or possessions inexplicably missing or damaged.
- Asks for money or begins stealing money.
- Continually 'loses' pocket money.
- Distressed by receiving notes or letters.
- Reluctant to answer the telephone or discuss calls.
- Unwilling to go to school.
- Frightened of walking to or from school/or walking alone.
- Reluctant to leave security of school or home.
- Begs to be driven/accompanied to school.
- Changes route to school or timing of their journey.
- Refuses to stay for lunch at school or has a change of attitude towards packed lunches.
- Requests a change of school/class/group.
- Refuses to say what is wrong.
- Gives improbable excuses to explain any of the above.
- Begins to bully.
- Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives. They can want to take their own lives.

### **14. APPENDIX 3: DEALING WITH ALLEGATIONS OR INCIDENTS OF BULLYING**

- Carry out a thorough investigation.
- Complaint/incident must be recorded on the incident form and also reported immediately to SLT.
- Children /persons should be interviewed separately, starting with the alleged victim.
- Statements should be recorded accurately with facts rather than judgements-if possible encourage pupils to write, date and sign their statement.
- Discuss the incident with all parties and find the best solution for the victim, the bullies and the witnesses.
- Support pupils in knowing how to cope with a similar incident in the future.
- Consider intervention strategies or involvement of other agencies as appropriate.
- Phase leaders, teachers and parents will be kept informed of the incident.
- Sanctions will be used as appropriate and in consultation with all parties concerned.

#### **14.1 Pupils who have bullied will be helped by:**

- Discussing what happened.
- Discussing why the pupil became involved.
- Establishing the wrong doing and need to change.
- Agreeing the need for appropriate sanction.
- Informing parents and giving them advice.
- Face to face discussion /apology to the victim.
- Follow up behaviour support.
- Clarity as to the severity of sanctions if there is a re-occurrence.
- Follow up monitoring of behaviour.
- Providing older pupil as mentor if possible.

#### **14.2. Pupils who have been victims will be helped by:**

- Agreeing strategies for how to get help.
- Facing the bully and explaining how they felt.
- Discussing and being involved in the process of solutions and sanctions.
- Putting strategies in place to support their safety.
- Being given appropriate support to deal with bullies in the future.
- Talking openly to staff, parents.
- Supported with friendship groups or buddy.
- Alerting all staff involved with the pupil, includes PPA/Supply teachers.
- Ensuring they know which adults to approach for support.

### **15. APPENDIX 4**

#### **16. STRATEGIES TO COMBAT BULLYING**

**16.1** There are several strategies that the school can use to combat bullying. We have several resources and websites to refer to for advice.

**16.2** The school invites in theatre workshops and uses SEAL resources and whole school Anti-bullying week themes. In addition to displays, assemblies and curricular approaches, we can employ general strategies for dealing with the problem. These include:

##### **16.3. Befriending/ Buddying**

- Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are SEN, new to the school or upset by an event outside school e.g. Bereavement.

##### **16.4. Circle of friends**

- A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupils level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

##### **16.5. Support groups**

- The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and then help to resolve the problem.

## **16.6. Mediation Groups**

Trained members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

## **16.7. Assertiveness training groups**

In assertiveness training, bullied pupils can talk about their experiences and learn and practice effective responses.

This can cover:

- Making assertive statements
- Escaping safely from physical restraint
- Resisting manipulation and threats
- Getting help from onlookers
- Dealing with name calling
- Boosting self-esteem
- Staying calm in difficult situations