

St. Anthony's Catholic Primary School



Anti-bullying policy

Introduction

This policy embodies our mission statement which promotes working, learning and caring together in God's love. It is closely linked to our policies on Safeguarding, Behaviour, Equal Opportunities, Health & Safety, Inclusion, PSHE, RE, Staffing and Teaching for Learning. Our vision is to create an excellent learning and teaching environment, where everyone is valued and treated with respect. In our quest to improve the quality of learning and teaching, we are committed to challenging all acts of bullying through proactive education and robust reporting, recording, responding and monitoring procedures. Although there is corporate responsibility to ensure that this policy is adhered to, we have identified key staff that has responsibility for dealing with bullying. The Head teacher, Deputy and Leadership team will ensure that all incidents of reported bullying are dealt with in line with the criteria set out in this policy. This policy is applicable to everyone in the workplace. However, staff can also refer to the discipline and grievance policy, should this be appropriate.

Definition of Bullying Behaviour

What is Bullying?

One person or a group can bully others. Bullying is a behaviour, usually repeated over time that intentionally hurts another individual or group physically or emotionally.

How Does Bullying differ from banter?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent. This possibility should be considered, particularly in cases of sexual, sexist or racist bullying or when children with disabilities are involved.

What forms does bullying take?

Bullying includes:

- Name calling, taunting, mocking, making offensive comments
- Kicking, hitting, pushing
- Taking belongings, damaging property
- Inappropriate touching,
- spreading hurtful and untruthful rumours, giving disdainful looks
- producing offensive graffiti
- Always leaving someone out of groups
- Singling out specific individuals or groups because they belong to a particular group or wear certain clothing
- Cyber-bullying

- Cyber bullying- sending inappropriate text messages, emails or instant messages, posting malicious material online (e.g. on social networking sites), or sending or posting offensive and degrading images and videos.

Reporting and responding to bullying

Incidents which are reported must always be investigated. Children (and parents) can use the word 'bullying' to indicate a disagreement or a retraction of friendship among pupils. Staff should try to find out exactly what the incident involved and then make a decision based on our definition of bullying as to whether to proceed further. Action taken under the behaviour policy will be used to deal with matters that are not deemed 'bullying'.

All cases of children being bullied should be reported to the Head, Deputy or a member of the SMT. It is the responsibility of the adult receiving the report to demonstrate a caring and listening approach.

- When an incident is reported verbally – staff decide whether this is a 'bullying' incident.
- The victim, parents, other school staff and/or bystanders should provide evidence. A written report **including dates and times should be made.** A record of all incidents will be kept in a central file by the Head teacher.
- The investigator(s) should obtain witnesses if possible and advise the Head teacher
- If bullying is found to have occurred parents of all parties are informed by letter.
- The victim should be offered support to raise confidence build self esteem
- Discussions with the perpetrator should follow which confronts the details of the incident (s) and makes it clear that 'bullying' will not be tolerated at St Anthony's.
- The perpetrator(s) will be secluded for 3 days to allow work to be undertaken with the victim to raise self esteem and improve assertiveness.
- The perpetrator will be offered support to change through 1:1 work with the family worker.

Involvement of outside agencies

Where necessary the Behaviour Support Team, Counsellors, NHS Primary Care Trust or Social Services may be involved in working with pupils and families to remediate the effects of the 'bullying'. At all levels parents are involved and Governors and LA informed of incidents and progress.

Staff Concerns

We acknowledge that bullying does take place in the workplace and that colleagues can be victims or perpetrators. At St Anthony's we expect all staff to behave in a professional and respectful manner. When conflict or differences of opinion arise, the onus is on the individuals concerned to resolve this **privately**, without involving other members of staff. However, if this is not possible mediation should be sought from the Head teacher or Deputy.

Where there are genuine issues of bullying as defined in this policy, staff should refer to the discipline and grievance procedures highlighted in the staffing policy.

Recording bullying and evaluating the policy

A referral sheet will be used to record incidents of bullying (see Appendix 1). It is important to avoid personal views about the incident (s). Only the facts are to be recorded with relevant dates and times. Action to be taken should be clearly recorded. The Deputy Head will be responsible for co-ordinating the recording system and analysing patterns. Referral sheets are available on the shared area along side this policy.

Findings will be shared appropriately with pupils, staff, parent/carers and governors and used to improve practice and policy. Bi yearly surveys and interviews with focus groups will be conducted to ascertain whether the policy is working or not. The policy will be reviewed and updated every two years. All stakeholders will be involved specifically, pupils, parents/carers, staff & governors via meetings, interviews and questionnaires.

Strategies for preventing bullying

- Where possible, all concerns about bullying should be raised as the 1st agenda item at weekly staff meetings.
- Our on going work with SEAL in PSHE should be used to address issues around relationships, anger, resolving conflict and raising self esteem
- Appropriate sanctions will be applied depending on the severity of the bullying which may involve loss of break times, golden time, withdrawal from favoured activities, internal, fixed term or permanent exclusion.
- Separate discussions with parents of the perpetrator and the parents of the victim should take place and complaints dealt with promptly
- Restorative justice approaches should be in such discussions
- Vigilant monitoring of the situation by all staff should be carried out particularly in 'hard to police' areas.
- Weekly updates should be given in staff meetings

Our behaviour policy states that,

“....our main focus and energy should be put into recognising and praising children’s efforts, achievements, good behaviour and work, etc. Staff should look for the **GOOD** and reward it at all times.” However, we must take real incidents of bullying seriously and act to address it fairly and consistently.

In doing so we will train all pupils to report bullying when they see or hear it. We will encourage the role of play leaders so that children are not isolated during break times. We will also promote the buddies’ bench to support positive friendships. The proactive and reactive approaches used to address bullying are identified in Appendix 2.

Last Reviewed: March 2019

Next Review: March 2020

Chair of Governors: Lewis Brito-Babapulle

Appendix 1

Incident Referral Record

Name of Victim(s):

Date:

Name of Perpetrator(s):

Time:

What happened? (Please note, only include the facts and be as brief as possible)

Action Taken:

Reviewed by :

Date:

Signed:

Appendix 2

Pro-active Strategies –

1. All children must be monitored during free play sessions.
2. Suggestions for positive play should be made.
3. In classroom situations victim and bully should not be placed near each other, or, if possible, should be placed in separate classes.
4. Circle Time gives the chance to speak about what is happening.
5. 'Listening Ear' confidential meeting with an adult.
6. Use of PSHE teaching about bullying and the consequences.
7. Assemblies promote positive behaviours.
8. Buddy systems for pupils who are victims or bullies.
9. Lunchtime clubs used to promote play.
10. Play/sports leader to promote positive play experiences.

Re-active Strategies –

1. The victim must be allowed to speak about what has happened without comment about what they say. When this is done then questions can be asked to ensure that this is bullying and not simply an argument or complaint about someone they do not like.
2. The perpetrator(s) must be questioned without comment about their actions. When they have stated what has happened then questions may be asked to decide whether this is a case of bullying. If this is recognised as bullying this must be stated and the reasons why recorded.
3. Parents of those who are bullying must be informed immediately as well as those of the victim. (Parental involvement is vital in stopping this continuing).
4. Internal exclusion from playtimes and other area where bullying takes place can be used as part of sanctions.
5. Exclusion is a last resort if the bullying is repeated after sanctions and methods of dealing with this have been applied.