

FEDERATION OF ST ANNE'S AND ST MARTIN'S CATHOLIC PRIMARY SCHOOLS

St Anne's and St Martins



Learning to live by faith and to be known by love

Anti-Bullying Policy

Objectives of this Policy

This policy outlines what the school communities of St Martin's Catholic Primary School and St Anne's Catholic Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community. The federation is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

This policy links to several other federation and school policies:

- Behaviour policy
- Complaints policy
- Safeguarding policy
- Curriculum policies, such as RE, RSE and PSHE.
- Online Safety policy
- Equality Policy

Our federation:

- discusses, monitors and reviews our anti-bullying policy on a regular basis;
- supports staff to promote positive relationships and identify and tackle bullying appropriately;
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy;
- reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn, work with the school to uphold the anti-bullying policy;
- seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

Definition of bullying

Bullying can be defined as '*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*'. DfE 'Preventing and Tackling Bullying

- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger,

through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- The federation recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

- Bullying is recognised by the federation as being a form of child on child abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Forms and types of bullying covered by this Policy

Bullying can happen to anyone; this policy covers all types of bullying including the following:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to either school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Providing ongoing support. This may include working and speaking with staff and engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.

Preventing Bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
 - Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support.

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
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Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building self-esteem.

Involvement of pupils

At St Martin’s, we will:

- Regularly canvass children and young people’s views on the extent and nature of bullying;
- Ensure pupils know how to express worries and anxieties about bullying;
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve pupils in anti-bullying campaigns in schools;
- Offer support to pupils who have been bullied;
- Work with pupils who have been bullying in order to address the problems they have.

Liaison with parents and carers

At St Martin's, we will:

- Ensure that parents / carers know whom to contact if they are worried about bullying;
- Ensure parents know about our complaints procedure and how to use it effectively;
- Ensure parents / carers know where to access independent advice about bullying;
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying;
- Ensure parents understand the risks and know how to encourage their children to stay safe online and in their use of mobile phones.

Monitoring and Review

We will review this Policy at least once every two years as well as when incidents occur that suggest the need for review. This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

Appendices:

1. Why do children remain silent about bullying?
2. Physical signs of bullying.
3. General strategies to deal with bullying in St Martin's Primary School.
4. Where does bullying happen?

Appendix 1

WHY DO CHILDREN REMAIN SILENT ABOUT BULLYING?

Children are often very frightened to tell adults they are being bullied. There are many reasons that children put up with bullying rather than tell - here are some of them:

FEAR

- That the bullying will get worse;
- That they will not be believed;
- Of being seen as a cry baby;
- Of getting the bully into trouble;
- Of involving parents in case they get upset or angry;
- Of not being taken seriously;
- Of being ostracised by other students;
- That they deserve it because they are worthless.

IGNORANCE

They may keep silent because they don't know:

- What to do;
- That the treatment they are receiving is bullying;
- Where or who to go to for help;
- That the school takes it seriously .

They may keep silent because they believe:

- It hasn't been dealt with properly before;It will get worse;
- The bully is popular.

WISHFUL THINKING

They may keep silent hoping that:

- It will go away;
- The bully will get bored and stop;
- The bully will leave;
- The bully will turn their attention to someone else.

Appendix 2

PHYSICAL SIGNS OF BULLYING

Perhaps the first step in uncovering the problem of bullying is to recognise there may be behaviours that victims show. Of course, some children keep the worry entirely to themselves, but the following signs may indicate to parents and/or teachers that something is amiss.

At home children may:

- Be frightened of walking to and from school;
- Be unwilling to go to school and make continual excuses to avoid going;
- Beg to be driven to school;
- Come home hungry (because their snack or lunch is taken);
- Develop stomach troubles, headaches etc. due to stress;
- Cry themselves to sleep;
- Start wetting the bed;
- Have nightmares;
- Have possessions go “missing”;
- Have unexplained bruises, scratches, cuts;
- Refuse to say what’s wrong;
- Attempt suicide.

In school teachers might notice a child who displays:

- Increased absences from school;
- Deterioration in the quality of their school work;
- Signs of becoming withdrawn;
- Hitting out at other children;
- Signs of unhappiness while refusing to say what is wrong

Appendix 3

General strategies to deal with bullying in St Martin's Primary School

In St Martin's Primary School we will use the following strategies to deal with incidents of bullying.

Prevention strategies - before it happens

- Class rules, rights and responsibilities are negotiated and understood by the children.
- Playground rules and procedures are understood by the children.
- School assemblies will regularly focus on aspects of our anti-bullying policy.
- Role play/drama; the use of picture books and story books to present the issue of bullying may be useful.
- Constant reinforcement of desirable, caring behaviour and positive role models (teacher/staff example).
- Teach children skills of acceptable assertiveness, to say "NO" and walk away. Teach the class skills of negotiation, conflict resolution and teamwork (through role play, circle time, Positive Problem Solving).
- Encourage all pupils to break the silence about bullying behavior and to understand the roles of 'outsiders' in group bullying situations.
- Teach children how to respond to aggression, name calling etc. Techniques like fogging, broken record and ignoring are particularly useful.
- Ongoing staff development training for all staff using outside agencies if required (e.g. Behaviour and Attendance Team).
- Safer Internet day

After the bullying incident Working with the victim

- Look for signs of bullying. Such signs could include those described earlier such as unexplained cuts and bruises or his clothes or belongings ripped or missing or if the child is shy or withdrawn or displays an uncharacteristic lack of confidence. Teachers must act swiftly to deal with it remembering to stay calm and not to overreact.
- Talk to the child and find out what he/she thinks is happening. Compile a written record of what has happened - (where, what, when did the incident occur). Inform designated teacher.
- Find out as much as possible about what has happened and ask the child to describe how s/he sees the situation. Meet with individual witnesses to try to get a clearer picture.
- Reassure the victim that the bullying is not their fault and that you will support them.
- Ensure that the victim is protected from the bully or bullies.
- Help the victim to plan self-protection strategies and a response if the incident should re-occur.
- Agree action to be taken – e.g. interview the bully and let him/her know that this behaviour is unacceptable, talk to the victim's parents to inform them of incident/s, action taken and support available.
- Review date - agree to see the victim in an agreed, short period to review the situation.

- Possible referral to outside support agencies, if required. Permission from parent should always be obtained.

Working with the bully

- Meet with the bully as soon as possible. Compile a written record from the bully's standpoint.
- Stress that it is the behaviour and not the pupil that is unacceptable.
- Suggest acceptable forms of behaviour and highlight any good form that the pupil has already demonstrated.
- Responsibility for any harm/hurt/damage must be accepted by the bully and recompense made.
- Possible contact with parents - discuss with parents what has happened and get them to agree on a form of action they will take, tell parents what action the school intends to take and ask for their support
- Agreed action and consequences should be fully understood - inform the bully that his/her behaviour will be closely monitored, detention will be given, any repeat of the behaviour or recrimination will be dealt with severely.
- Review date - arrange to see the bully in the short term as he/she may need support re positive behaviour.
- Possible referral to outside agency where appropriate.
- A record of the incident should be given to the designated teacher and a copy
- may be kept in the pupil's record card.

N.B. See Recording of Incident proforma. **The important thing is that we deal with incidents of bullying immediately, we can't ignore it!**

Appendix 4 WHERE DOES BULLYING HAPPEN?

Bullying in school often takes place unbeknown to the teacher. Bullies are able to take advantage of their victim where there is no adult in authority to check their behaviour e.g. coming to and going home from school. Research shows that most bullying takes place in the playground. There are various reasons for this:

- Children can “gang up” on their victim;
- Noise level is high and can hide what is going on;
- Physical nature of some games present possibilities to the bully;
- Wide age range of pupils resulting in the vulnerability of smaller and younger children.

Other areas where there is opportunity for intimidation include: toilets, cloakroom areas. Close supervision is required if the incidence of bullying is to be reduced.

Bullying may also occur in the classroom. This is where the teacher plays an important role in providing an atmosphere of stability and security. Pupils must be discouraged from using verbal or physical abuse, however subtle. Teachers should also refrain from using demeaning or sarcastic language. Bullying may also occur online, through text messages, emails and social media.

SUPERVISOR’S ROLE

The lunch-time supervisors have a vital role to play in countering bullying in the playground and elsewhere. They should:

- Understand how serious bullying can be for some children;
- Attend staff meetings and training sessions;
- Be active in eliminating bullying;
- Ensure that the playground is a safe and friendly place for our children;
- Talk to the pupils - get to know as many as possible;
- Help the children to play organised games and join in themselves
- Intervene positively when behaviour is unacceptable;
- Talk calmly and rationally to children displaying aggressive/bullying behaviour;
- Protect vulnerable children and, where possible, empower them to take action themselves;
- Make class teacher or designated teacher aware of any concerns you have or of anything you have observed or had to deal with during lunch time.

PARENTS ROLE

Parents need to talk actively and openly about bullying with their children. In order to do this we will guide parents into a greater understanding of the serious nature of

bullying and urge their support and contribution to our Anti- Bullying Policy. A Parent's Guide will be given to parents at least every two years, on entry to St. Martin's Catholic Primary School and referred to in the school prospectus

NB. This guide is included at Appendix 4

CHILDREN'S ROLE

In St Martin's Catholic Primary School we need to involve our pupils as much as possible in countering bullying through the class and whole school strategies already mentioned. The pupils should have the opportunity to take collective responsibility and have a range of strategies to use such as:

- Asking the bully to stop;
- Rescuing the recipient/victim;
- Staying with or close by a potential recipient;
- Participate in a "buddy" system.

BOARD OF GOVERNORS ROLE

The Board of Governors need to be kept informed about current strategies to deal with bullies and in severe cases of bullying or misbehaviour the appropriate guidelines (from the Local Authority) for exclusion will be carried out. Governors will also be informed about any bullying related to protected characteristics as defined in the Equality Act 2010.

EVALUATION Evaluation of an anti-bullying policy is very important. It is not enough to hope that a strategy is working. It should be carefully monitored; this can be done by:

- Close monitoring of any recorded incidents – playground supervision book;
- Random surveys of children and parents;
- Continuous review of school policy;
- Purposeful inclusion throughout the curriculum and at assemblies;
- Regular inclusion in the agenda of staff meetings/management meetings – parent curriculum meetings