

**St Anne's Catholic Primary School
Washington Road, Caversham, Reading RG4 5AA**

Living, Loving and Learning as Children of God

ANTI BULLYING POLICY

Date: June 2015

Member of Staff Responsible: Mrs M Buller

Date of next review: September 2017

Signed: Peter Kayes Chair of Governors 13th July 2015

St Anne's Catholic Primary School Anti-Bullying Policy

1) Objectives of this Policy

St Anne's School Anti-Bullying Policy outlines what St Anne's School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

2) Our school community:

- ❖ 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 complains. 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 appropriate¹

3) Definition of bullying

Bullying is "**Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally**".

Bullying includes: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; **inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet;** producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- ❖ Bullying related to race, religion or culture
- ❖ Bullying related to special educational needs
- ❖ Bullying related to appearance or health conditions
- ❖ Bullying related to sexual orientation
- ❖ Bullying of young carers or looked after children or otherwise related to home circumstances
- ❖ Sexist or sexual bullying

¹ Adapted from Bullying – A Charter for Action, DCSF

² Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

5) Identifying and responding to bullying

We will:

- ❖ Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- ❖ Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- ❖ Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council
- ❖ Train all staff including lunchtime staff, learning mentors and LSU staff to identify bullying and follow school policy and procedures on bullying
- ❖ Actively create "safe spaces" for vulnerable children and young people
- ❖ Make sure children know how to stay safe online and in their use of mobile phones.

6) Involvement of pupils / students

We will:

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

7) Liaison with parents and carers

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 encourage their children to stay safe online and in their use of mobile phones.

8) Links with other school policies

This Policy links with a number of other school policies including:

- ❖ Complaints policy
- ❖ Behaviour Policy
- ❖ Confidentiality Policy
- ❖ Safeguarding policy
- ❖ Equality Policy

9) Monitoring and Review

We will review this Policy at least once every two years as well as if 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.

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
- that the bully will get bored and stop
- that the bully will leave
- that 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 dinner money 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. Anne's Primary School

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

Prevention strategies - before it happens

1. Class rules, rights and responsibilities are negotiated and understood by the children.
2. Playground rules and procedures are understood by the children
3. School assemblies (KS1 and KS2) will regularly focus on aspects of our anti-bullying policy.
4. Role play/drama (eg SEAL, Circle time, R.E. programme). The use of picture books and story books to present the issue of bullying may be useful.
5. Constant reinforcement of desirable, caring behaviour and positive role models (teacher/staff example).
6. 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).
7. Encourage all pupils to break the silence about bullying behaviour.
8. Teach children how to respond to aggression, name calling etc.
Techniques like fogging, broken record and ignoring are particularly useful.
9. Ongoing staff development training for all staff using outside agencies if required (e.g. Behaviour and Attendance Team).
10. Safer Internet day

After the bullying incident

Working with the victim

1. 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.
2. Teachers must act swiftly to deal with it remembering to stay calm and not to overreact.
3. 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.
4. 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.
5. Reassure the victim that the bullying is not their fault and that you will support them.
6. Ensure that the victim is protected from the bully or bullies.
7. Help the victim to plan self-protection strategies and a response if the incident should re-occur.
8. 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.
9. Review date - agree to see the victim in an agreed, short period to review the situation.
10. Possible referral to outside support agencies, if required. Permission from parent should always be obtained.

Working with the bully

1. Meet with the bully as soon as possible. Compile a written record from the bully's standpoint.
2. Stress that it is the behaviour and not the pupil that is unacceptable.
3. Suggest acceptable forms of behaviour and highlight any good form that the pupil has already demonstrated.
4. Responsibility for any harm/hurt/damage must be accepted by the bully and recompense made.
5. 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.
6. 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.
7. Review date - arrange to see the bully in the short term as he/she may need support re positive behaviour.
8. Possible referral to outside agency where appropriate.
9. 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:

- (i) at least every two years
- (ii) on entry to St. Anne's Catholic Primary School
- (iii) referred to in school prospectus

NB. This guide is included as Appendix 4

CHILDREN'S ROLE

In St. Anne'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 (LA) 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