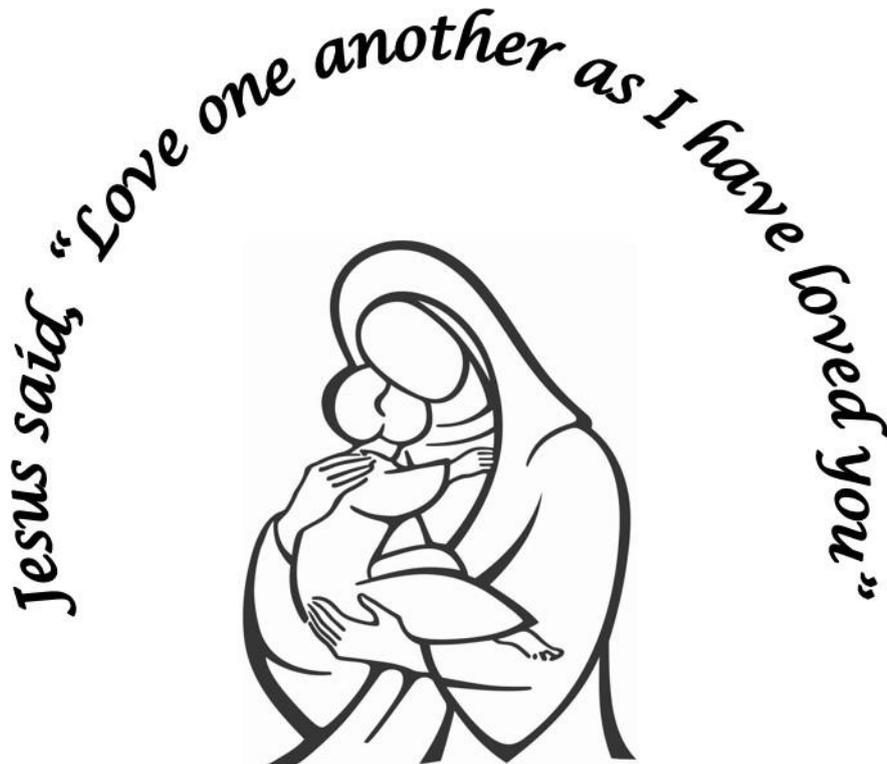


Our Lady's Catholic Primary School



ANTI-BULLYING POLICY

A POLICY AGAINST BULLYING

Definition:

Bullying is “the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Anti-Bullying Alliance

The Governors and all staff recognise that bullying is anything that a person does on purpose because he/she knows it will upset or harm another person. It happens when a person is subjected to aggressive acts over a period of time by another person or persons and can be physical, verbal, psychological and persistent or intermittent.

Bullying is a misuse of power and may reflect unhappiness and low esteem in all parties, both bullies and victims.

We recognise the kind of problems and potential situations that bullying causes and will actively follow procedures of identifying, reporting and addressing all incidents as part of the implementation of the positive school policy on good behaviour and discipline.

The character of the school is the determining factor in creating an environment in which children grow up to feel valued and to value others. Bullying and bullying related behaviour undermines the process and the school acts through its good behaviour policy to prevent bullying, not just to address bullying incidents.

Bullying is when a person feels emotionally or physically threatened or concerned for their safety because someone else intimidates, dominates, humiliates or abuses them.

Bullying or bullying related behaviour might arise in relation to perceived or actual differences:

- Ability
- Academic
- Appearance
- Cultural
- Gender
- Physical
- Racial
- Religion
- Social/economic

Bullying behaviour can be:

- **Verbal**- Name calling, sarcasm, insults, offensive or sexual remarks, threats, teasing, belittling.

- **Physical-** Hitting, kicking, nudges, trips, pushing, poking, biting, pinching.
- **Relational/Emotional-** Isolating others, tormenting, hiding property, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Cyberbullying-** Can include offensive or abusive texts or internet messages. The rapid development of and widespread access to social media and technology has provided a new medium for 'virtual bullying' which can occur in or outside the school environment. Cyberbullying is a different form of bullying which can happen beyond the school day into home and private space with a potentially bigger audience and more accessories as people forward on inappropriate content.
- **Racist-** This refers to a wide range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnic culture, faith community, national origin or national status.
- **Homophobic, Biphobic and Transphobic (HBT)-** This occurs when people are targeted because they are lesbian, gay, bisexual, transgender or questioning their sexual orientation (LGBTQ) or are thought to be LGBTQ or have LGBTQ friends or relatives.
- **Sexual-** Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate film content.
- **Bullying in any form will not be tolerated at our school.** This includes any member of the school community (staff, pupils, parents or governors).

Who Is A Bully?

This takes into consideration the quality of relationships within the school across the range of interactions and applies to each and every member of the school community – including pupils, teachers, parents, support staff and governors.

Should there be an incident involving adults on site, steps to calm the situation would be taken by inviting all concerned for a discussion with the Headteacher/Deputy Headteacher/Governing Body to investigate, support and follow-up in the light of the Single Equality Policy and Access Plan and the Mission Statement, and to take appropriate action to ensure the safety and well-being of all concerned.

Members of the school workforce suffering from or concerned about bullying can also contact their Trade Union or Professional Association for support and advice.

Spectators who are associates of the bully are also considered to be bullies, even if they do not participate in the actual act of bullying.

Responsibilities of pupil bystanders and others is to acknowledge, support, intervene and report.

Bullies can:

- Be boys, girls, adults
- Not be recognisable or stereotypes
- Be groups, gangs or individuals
- Tell lies, target someone younger or perceived to be weaker
- Think they can get away with their actions
- Try to ensure that others get into trouble or take the blame

Why Bully?

- No-one is interested
- Create attention
- Feeling useless at everything (at home/school/work)
- Low self-esteem
- Gives a feeling of importance
- Anger/upset/frustration due to external situations, influences
- Enjoyment
- Jealously
- Difficulty in forming relationships
- Limited social skills

Who Is A Victim?

Anyone can be a potential victim. A stereotype exists of a shy, sensitive, small child, anxious, uncertain and 'different'. Some victims seem to be no different from other children. A quiet, self-contained pupil may be suffering in silence, unaware by those who could help unless the child is encouraged to speak out.

Victims can be categorised as:

- Colluding – covering up, going along with
- Passive - not saying anything
- Provocative – actions, social immaturity which provokes bullying
- Bullied elsewhere
- Self-blaming with low self-esteem
- Bullies themselves at times

Bullying/Bossiness/Boisterous Play

Especially with young children, the following distinctions need to be made:

- The bully focuses on younger, weaker, older, smaller or timid children whereas the bossy child will boss whoever is around at the time
- Boisterous play becomes bullying when it is knowingly, persistently or intermittently spoils other children's activities, when violence or hostility is shown or intimidatory behaviour

PROCEDURES FOR COMBATING BULLYING

Recognising the signs:

All adults are to be alert and aware of the early signs of distress in children/other adults, such as:

- Deterioration of work
- Spurious illness
- Desire to remain with adults or in the classroom
- Erratic attendance
- Unwillingness to attend school
- Isolation/introversion/unhappiness

- Poor/out-of-character behaviour

Whilst this behaviour may be symptomatic of other reasons, it may be the early signs of bullying.

If these signs are seen the following procedures are followed:

Procedures – Behaviour Management Policy

Single Equality Policy and Access Plan

Communication is critical in attempting to prevent and minimise bullying and giving children the confidence to report incidents to parents, teachers or a good friend as silence and secrecy can nurture bullying.

All adults have a moral responsibility to uphold the communication procedures – reference Single Equality Policy and Access Plan.

Bullying which is unchecked or which teachers are unaware of, or seem to be condoned by ignoring affects not only those immediately involved but also the school in general.

Procedures for communicating issues of bullying include both pro-active and reactive strategies:

- Encouraging children to be alert and have a means of reporting through School Parliament and Peer support/mentoring/buddies
- Listening carefully and observing group dynamics
- Making the unacceptable nature of the behaviour and the consequences of any repetition clear to the bully & associates
- Pointing out that being liked is better than being feared
- Advising the Headteacher & other colleagues
- Asking the bully to record events in writing and write letters of apology (copies to be placed in the respective pupils' files for a specified period of time/copies sent to parents after discussion)
- Encouraging positive behaviour on the part of the bully
- Consulting and involving appropriate outside agencies to devise a programme for behaviour modification
- Curriculum/extended school opportunities
- National Healthy School Programme
- Staff Training
- Anti-Bullying Week

The distinction between disagreements, arguments, fights and bullying are addressed together with procedures and strategies for children who have been bullied.

SANCTIONS/REWARDS

Sanctions and responses are graded according to the level/severity of bullying. They are to be fair, proportionate consistent and reasonable – pupils need to be accountable for their actions and the impact their behaviour has on the emotional health and well-being of others.

Should the bullying be repeated the plan must be followed and the children encouraged to tell a friend/adult, their parent that it has happened again.

Further provision to follow up the detection and reporting of incidents will be made so that victims of bullying can be supported and bullies deterred.

Parents of children who are recognised as being victims of bullying or bullies themselves will be informed and requested to jointly action and monitor an agreed plan.

To support their children, parents should:

- Be aware of the signs of their child bullying/being bullied
- If parents think that their child is being bullied they are urged to inform the school immediately and together work out a programme of action
- Accept that some issues between pupils are part of pupils finding out about relationships e.g. falling out with friends and not wanting to play with someone can often resolve itself and cannot be classed as bullying

The School will:

- Listen, take action and record:
 1. issue
 2. evidence
 3. action
- Act immediately on parental concerns regarding bullying behaviour
- Act immediately on staff/pupil concerns regarding bullying behaviour
- Attempt to resolve the problem and reconcile the children/adults concerned as soon as the problem/concern has been identified
- Involve the parents/those concerned of both the bully and the victim and notify them of the action being taken soon as the problem/concern has been identified
- Build the self-esteem of all pupils/adults involved
- Discuss and share this information. Ref: Safeguarding/Child Protection Policy with:
 1. All members of staff & the Governing Body
 2. School Parliament
- Include Reference to the Policy in the School Prospectus
- Provide annual training on Anti- Bullying
- Review this Anti-Bullying Policy annually
- Up-date this Policy annually at the start of the school year

Staff should feel confident that they can discipline a child without recourse providing they follow the guidelines set out in this policy.

THE CHILD will:

- Share concerns before they become a worry
- Report a bullying incident to a responsible adult straight away

LINKS TO OTHER POLICIES/PLANS

- School Development Plan
- P.S.H.E. Programmes of Study
- Behaviour Management Policy
- Whistleblowing Policy
- Anti-Radicalisation Policy
- Inclusion Policy (S.E.N.D)
- Complaints policy
- Staff Training/INSET
- Anti-Bullying Week
- Safeguarding/child protection policy

Named Persons:

Headteacher - Mr Clive Robinson

Deputy Headteacher - Miss Elise Gribble

Designated Safeguarding Lead - Mr Clive Robinson

Deputy Designated Safeguarding Lead/s - Miss Elise Gribble

Mrs Heather O'Neill SENCO

Safeguarding Governors - Mrs Mary Houston

Approved by the Governing Body: June 2020

Review date: June 2021