

Larmenier & Sacred Heart Catholic Primary School

ANTI-BULLYING POLICY

Date: Nov 2015

Next Review: Nov 2017

Responsibility: Parents, Pupils & Community Committee

1. Introduction

'Love one another as I have loved you.' (John 13: 34)

1.1 The values imparted to the pupils at Larmenier & Sacred Heart Catholic Primary School are based on this Gospel of love. This policy is part of the school's Behaviour and Discipline Policy, and is embedded into the school's pastoral care system based on Christ's ministry.

1.2 The school is committed to providing a caring, friendly and safe environment for all pupils and staff so they can learn in a calm and secure atmosphere. The school places great emphasis on creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment.

1.3 Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Larmenier & Sacred Heart is a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

2. What is Bullying?

2.1 ***Bullying is defined as 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*** (Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies, DfE October 2014)

2.2 Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures
- **Cultural:** based on cultural differences
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focusing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Religious:** based on a person's religion
- **Special Educational Needs and/or Disability (SEND):** based on differences of disability or special educational needs.

3. Cyberbullying

3.1 Cyberbullying can be defined as '*the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*' It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

3.2 Cyberbullying, like all bullying, will be taken very seriously. The school will record and monitor incidents of cyberbullying in the same way as all other forms of bullying. Technology-specific sanctions for pupils engaged in cyberbullying behaviour may include the limiting of internet access for a period of time, see school policy for "Safe, Secure and Sustainable use of Technology to Enhance Learning."

4. Why is it Important to Respond to Bullying?

4.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Bullying can cause stress, can affect a child's health and can disrupt a child's learning. Schools have a responsibility to respond promptly and effectively to issues of bullying.

5. Aims

5.1 The school aims to:

- ensure that all people are welcome, are treated with respect, and that they feel safe in all parts of the building
- ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is
- ensure all teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported
- work through a partnership of parents, staff and pupils, to raise awareness of the issue of bullying
- take bullying seriously - pupils and parents should be assured that they will be supported when bullying is reported
- identify and deal with incidents of bullying consistently and effectively
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- prevent, deescalate and/or stop any continuation of harmful behaviour
- apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.

6. Prevention

6.1 To fulfil the identified aims, the following strategies are used:

- Effective school leadership that promotes an anti-bullying ethos
- A structured programme to raise self-esteem in pupils. This includes Circle Time and the encouragement of positive behaviour
- Constant assessing of the school buildings and grounds to ensure a safe and secure environment is maintained
- Involvement of all school staff to ensure a consistent approach is in evidence
- An open door policy in the school where pupils can report bullying to any member of staff
- Maintaining a positive ethos, which encourages pupils to communicate any problems or concerns
- Encouraging pupils and parents to report bullying
- Raising awareness of bullying
- Withdrawal of 'Golden Time' (Years 1 - 4) or 'Independent Learning Time' (Years 5 - 6) as a sanction that enables pupils to think about their behaviour
- Paired learning and buddy systems, e.g. a 'buddy stop' in the playground for children if they have no one to play with
- Use of curriculum opportunities, e.g. RE, PSHE
- Engaging pupils in the process of developing the school's anti-bullying ethos, e.g. through the use of a 'worry box' and 'stories for thinking' as part of class Circle Times.

7. Signs and Symptoms

7.1 A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self harm or runs away
- cries themselves to sleep at night or has nightmares/bedwetting
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go 'missing'
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above.

7.2 These signs and types of behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8. Procedures

8.1 The Headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school. The Headteacher will be responsible for the overseeing of incidents and reviewing the types of bullying incidents over time.

8.2 The following procedure will be followed in all cases of bullying:

- a) Children are encouraged to report bullying incidents as soon as possible. Parents are also encouraged to approach the school directly if they have any concerns regarding their child.
- b) Staff investigate alleged bullying by consulting the victim(s), other children involved and members of staff who may have witnessed the event. Appendix 1 provides a checklist for investigating an incident.
- c) If it is felt that an incident of bullying has taken place, it will be taken seriously and investigated. A member of staff wishing to report an incident of bullying should approach either the Headteacher, the Deputy Head or a member of the Leadership Team, with the top section of the logged form (Appendix 2) completed. A form should be completed for each pupil involved whether victim or instigator of the incident.
- d) The Headteacher should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of indiscipline.
- e) The Headteacher will use her discretion to establish how the reported incident and subsequent investigation will proceed, whether to talk to pupils individually, in pairs or in groups.
- f) If deemed to be bullying, the Headteacher will allocate a reference number to the logged form and list agreed action points for the named pupil only on the form. The reference number for each form relating to an incident should have the same stem with V1, V2, P1, P2, etc. added, as appropriate, to distinguish between pupils. A follow up time and date should be added to verify all action points completed satisfactorily or additional steps taken.
- g) In all cases parents will be informed that their child has been subject to bullying and a meeting will be arranged with the Headteacher. The parents of the perpetrator(s) will also be contacted and a meeting will be arranged with the Headteacher to discuss the incident.
- h) If there are further issues arising from this same incident these should be noted on the update form (Appendix 3) with the appropriate reference number included. If the same pupils are involved with each other again but in a new incident, new forms and new reference numbers should be allocated as appropriate.

9. Staff

9.1 All staff must keep abreast of current thinking with regard to anti-bullying and, if required, support will be given to implement this policy, e.g. CPD opportunities to further their knowledge and understanding. A review will be taken at the beginning of every school year to ensure that all staff are aware of the school anti-bullying procedures.

9.2 When class teachers or other members of staff meet with parents to discuss concerns about bullying, a Parent/Teacher Conference Form is completed to record the main

discussion points of the meeting. At the end of the meeting the form should be signed by the teacher and parent, and a copy of the form given to the parent and a senior member of staff.

10. Parents/Carers

10.1 Parents are asked to support this policy, not only by reporting any concerns around bullying to their child/ren's teacher, but also by helping to educate their children to a complete understanding about bullying modelled by their own behaviour. It is school policy that parents do not approach other parents or pupils regarding a concern or issue. If parents have concerns about bullying they should make an appointment with their child's class teacher or a senior member of staff to discuss the issue.

11. Governors

11.1 The Governing Body supports the Headteacher in promoting an anti-bullying ethos and require the Headteacher to keep accurate records of all incidents of bullying.

12. Victims

12.1 Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term damage. After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

13. Perpetrators

13.1 It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of 'Golden Time' (Years 1 – 4) or 'Independent Learning Time' (Years 5 - 6)
- The establishment of mentoring or 'buddying' system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist, Intervention Team Primary (based at Kensington Aldridge Academy) or Learning Mentor.

14. Monitoring and Evaluation

14.1 The school will monitor the incidents to see patterns of bullying and effects on pupil attainment and progress.

14.2 The Governing Body reviews the effectiveness of this policy at least every two years, which includes the review of anti-bullying strategies.

Appendix 1

Checklist for Investigating an Incident

- Who was involved – is there or are there apparent victims? If so who is it/are they?
- In what way did the victim(s) suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)?
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s), if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?

A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them.

An incident that involves actual or threatened physical abuse must always be taken VERY seriously and should be recorded.

Appendix 2
FOR SCHOOL USE ONLY
BULLYING INCIDENT LOGGING FORM

School Name:

LARMENIER & SACRED HEART CATHOLIC PRIMARY SCHOOL

Pupil Name _____ Class _____

Ref. No. _____

Date and Details of incident

(to be completed by member of staff reporting incident)

Actions Taken

(to be completed by Headteacher)

Time spent investigating and dealing with incident: _____

Signature of member of staff reporting incident: _____

Signature of Headteacher: _____ Date: _____

Appendix 3
FOR SCHOOL USE ONLY
BULLYING INCIDENT UPDATE FORM

School Name: LARMENIER & SACRED HEART CATHOLIC PRIMARY SCHOOL

Pupil Name: _____ Class: _____

Ref. No: _____

Date:

Details of Incident/Information Relating to Ref:

Actions Taken:

Time Spent Investigating and Dealing with Incident:

Signature of Headteacher:

_____ Date: _____

Appendix 4

Guidance for Pupils

Larmenier & Sacred Heart is a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is:

- following someone around all the time
- name calling
- hitting, kicking, punching
- telling someone they are useless at something
- taking things without asking
- 'ganging up' on people
- saying you'll do something to someone if they don't do what you want
- ignoring people or deliberately turning away from someone
- trying to take people's things away from them, e.g. toys, money, sweets
- saying hurtful things about how someone looks, dresses or speaks
- saying hurtful things about someone's family
- making up/or spreading stories about someone
- picking on someone because they have different interests or beliefs from you.

Bullying is when someone does any of these things, repeatedly over time, to intentionally hurt another person.

What to do if YOU are Being Bullied:

- 1) If **you** are being bullied (in school or outside of school) **tell** your teacher, teaching assistant, playground staff, your parent or a friend.
- 2) Try to ignore silly comments or teasing – don't say anything back try to walk away.
- 3) Tell people who are bullying you to leave you alone, shout '**NO!**' or '**GO AWAY!**'. You must say it **loudly and walk away immediately**.

What do you do if you SEE Bullying?

- 1) When you **see** someone being bullied, take action – **tell** someone. Watching and doing nothing can suggest you are supporting the bullying.
- 2) You should inform an adult immediately if you do not wish to become involved yourself.
- 3) Do not tolerate bullies in your group of friends. Only accept people who do not bully others bullies will soon stop if they are left out.