

ST MARY THE VIRGIN CE VA PRIMARY SCHOOL

ANTI-BULLYING POLICY

“Recognise that everyone is important and that our differences make each of us special. Show appreciation of others by acknowledging individual qualities, contributions and progress.” NSPCC

1. Aim/Philosophy

All behaviour is learned: therefore our first response to change unwanted behaviour is to teach positive behaviour based in Christian values of forgiveness and reconciliation, in a calm and non-judgemental environment. Our aim is to learn to behave well because we want to, so that however old we are we strive to be happy, secure, caring, truthful, fair and forgiving to each other. Only then will we be able to teach, learn and grow together.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at schools.

2. What is bullying?

The Government defines bullying as ‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’. At St Mary’s we remember the acronym ‘STOP’: Several Times On Purpose. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM).

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Children must be encouraged to report bullying in school. All school’s staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

At St Mary's all children are taught about the UN convention on the Rights of every child and how it links to taking responsibility. This is reinforced and children are encouraged to consider this daily in response to managing their own behaviour.

3. **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. At St Mary's all concerns about bullying will be taken seriously and investigated thoroughly.

Statutory duty of schools

Schools have a responsibility to respond promptly and effectively to issues of bullying. Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

4. **Objectives of this Policy**

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

5. **Signs and Symptoms**

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
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares

- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- 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
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

6. **Procedures**

- 1) Report bullying incidents to the class teacher who will log it and monitor identified children (bully/bullies and 'victim')
- 2) In cases of serious bullying, the incidents will be reported to the senior leadership team
- 3) In serious cases parents of the 'bully' and 'victim' should be informed and will be asked to come in to a meeting to discuss the problem and possible solutions and/or sanctions
- 4) The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly using a range of strategies to support the 'victim', e.g. the use of 'safe tell cards'
- 5) An attempt will be made to help discourage the bully (bullies) and to change their behaviour, e.g. monitoring of child at breaktimes, report cards, etc
- 6) If necessary and appropriate, police will be consulted

7. **Outcomes**

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered.
- 3) If possible, the children will be reconciled.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 5) If appropriate, use of counselling will be used.
- 6) Liaison with parents/guardian and social worker or any other outside agency, as appropriate, will take place.
- 7) A 'log' of all incidences and consequences will be kept by the class teacher.

8. Prevention

All staff and children will follow the school's behaviour management policy to help support the prevention of bullying at St Mary's.

8.1 Teaching appropriate behaviour.

This will be taught both as specified part of the JIGSAW/PSED/PSHE and Citizenship curriculums and modelled and taught by adults in all their interactions with children and others. Within this teaching it will be necessary to differentiate to support those pupils who find it difficult to learn appropriate emotional and social behaviours.

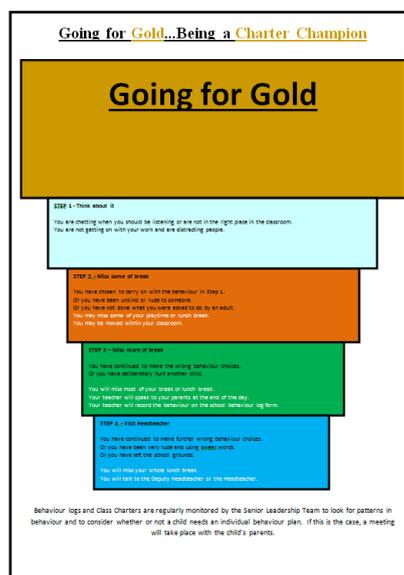
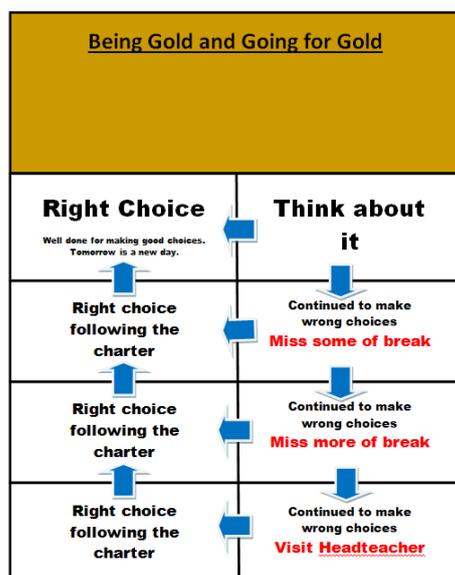
During PSHE children are taught to be assertive, considerate and confident. Work is also done to raise awareness of bullying issues. It may be appropriate to deliberately do some extra or specific work for whole groups in response to incidents at times.

One way of promoting positive behaviour is to provide learning activities which raise self-esteem. These are planned into the curriculum using a system of circle time through whole class and group activities and through work linked to Rights and Responsibilities.

8.2 Discouraging In-appropriate Behaviour

The school has a clear hierarchy of consequences and it is shared with the children and families. The hierarchy of consequences is on posters displayed in the classroom and children's names are added to the poster.

Children who decide not to follow the charter will move through the consequences steps. Children can move back towards the **Gold** rectangle through the day but they cannot return to **Gold** for a chart stamp. They will stop at Right Choice. Each day is a new start and the names of the children are removed from the board.



In the case of severe behaviour, the child moves straight to step 4, as appropriate.

Children will be reintroduced to the hierarchy of consequences at least at the beginning of every academic year, through focused use of age appropriate activities, such as stories, role-play, and discussion. Consequences are not applied indiscriminately to whole groups of people.

Class teachers concerns about individuals may be discussed with parents' informally/formally at a point in order to share concerns, ideas and to be supportive of each other's strategies.

8.3 **Severe Behaviour**

In the case of severe behaviour, the child moves straight to step 4, as appropriate.

- Severe behaviour is defined as:
 - Deliberate violence to another person or property, verbal abuse or blatant refusal to co-operate.
 - Bullying. This results in parents immediately being called in to see the Headteacher.

All classrooms have a space where names can be moved off gold and clearly displayed.

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Class teachers concerns about individuals may be discussed with parents' informally/formally at a point in order to share concerns, ideas and to be supportive of each other's strategies.

8.4 **Classroom/playground other space management**

- Adult's voice and instructions are clear.
- Good behaviour, including small achievements are noticed and acknowledged, by naming and reflecting back.
- The adult acts as a role model for desired behaviour.

8.5 **Classroom Management**

- Materials and equipment are prepared.
- Lessons are well planned.
- Methods of curriculum delivery are varied and the curriculum itself is ability appropriate and differentiated.

- The timetable is organised to enable the best behaviour.

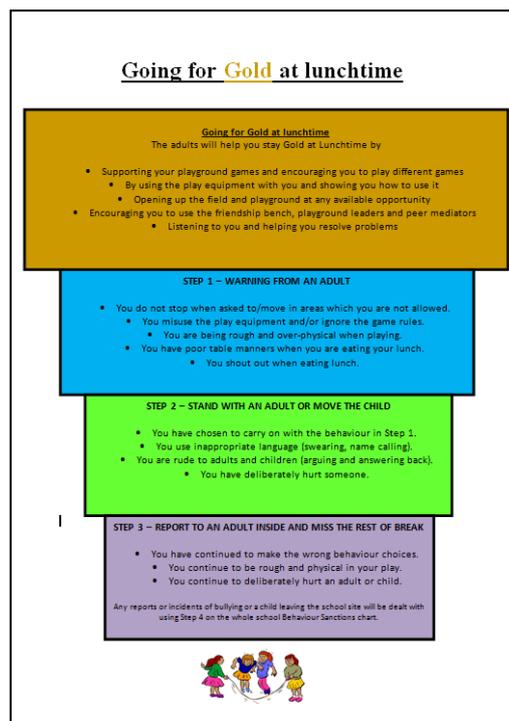
8.6 Support for staff

Welcome booklet and/or NQT induction package will provide information to new staff about the school's anti-bullying and behaviour policies and guidelines. Where appropriate, INSET will be provided for the whole staff and individuals. The chart of roles and responsibilities later on details the lines of referral and support for staff to draw upon.

8.7 During Lunchtime

Good standards of behaviour and discipline must continue through lunchtimes. MDA's and teachers liaise about children and their behaviour targets to ensure continuity and consistency. MDA's promote behaviour by following the school behaviour reward system.

Midday assistants will deal with minor misbehaviour by following the 'Going for Gold' at lunchtime consequences sheet and report it verbally to the class teacher if they feel it is appropriate.



8.8 Playground

During lunchtimes, both playgrounds and the field will be used. There will always be at least 4 adults outside.

Children in the playground should be taught and encouraged to play playground games. By developing and encouraging playground games and appropriate use of small play equipment, it will promote positive behaviour by giving the children a focus and purpose to lunchtime.

8.9 **Internet**

Internet safety will be explored and discussed with children throughout the academic year, specifically in KS2 classes where children are often able to access the internet independently during class work and at home. Outside speakers will be invited to share and discuss this further, e.g. Community Police Officers, Life Education Bus visits, etc.

An internet use charter of rights and responsibilities has been written by the ICT subject leader, shared with the children and is displayed in each classroom.

At St Mary's Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions. Any incidences of cyber bullying will be discussed with the children, parents, class teacher and Headteacher in a meeting together, if appropriate.

9. **Governors**

The Chair of Governors is informed of all exclusions. The governors have available an appeals committee for exclusions.

10. **Exclusions and Restraint**

The School follows County policies for restraining and excluding children when necessary.

11. **Promotion of this policy**

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

12. **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date Established: Spr 2011
Date Reviewed: Spr 2016
Date for review: Aut 2017