

Holy Family Catholic Primary School



Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. 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.

Legal Requirements

Under Section 22 of the Education (No. 2) Act, Head teachers are responsible for maintaining acceptable standards of discipline and regulating the conduct of pupils. Section 1 of the Education Reform Act 1988 requires schools to offer their pupils a balanced and broadly based curriculum which promotes their spiritual, moral, cultural, mental and physical development. Schools are expected to uphold certain values including those which reject bullying and cruelty." This policy therefore complies with the Human Rights Act 1998. – *Bullying - Don't Suffer in Silence-DfES*

Background Information

HOLY FAMILY Primary School presently has 152 girls and 117 boys aged 3-11 on role who come from the residential areas of Toxteth and Dingle. Within each year group there are identified pupils with special educational needs.

Policy Formation and Consultation Process

A working party of the Learning Mentor, School Council and PSHE Co-ordinator met in February 2012 to discuss amendments needed to update and extend the policy statement, taking account of the information from school council meetings. The policy was introduced to the staff at a staff meeting in February 2012. The policy was adopted by the full governing body.

Aims and Objectives

Holy Family Catholic Primary School will offer pupils a balanced and broadly based curriculum which, according to section 1 of the 1988 Education Reform Act, will:

- promote "the spiritual, moral, cultural, mental and physical development of pupils at the school and of society"
- and prepare "such pupils for the opportunities, responsibilities and experiences of adult life"

The school will aim to:

- reduce the incidence of bullying in this school
- create a safe environment for all pupils and staff

The school will work towards these aims in partnership with the parents. The aim of the anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which anti-bullying education will be delivered in this school. Challenging bullying effectively will improve the safety, happiness and performance of pupils, show the community Holy Family cares and make clear that bullying behaviour is unacceptable. Challenging bullying improves confidence, performance and attendance of vulnerable pupils, and provides guidelines and controls for pupils whose behaviour is a concern.

Other school policies which have relevance to the anti-bullying policy are:

- PSHE
- Equality and Diversity
- Child Protection
- Behaviour
- Health and Safety
- Sex and Relationship Education
- Special Needs
- Drug Education

Moral and Values Framework

The school believes that all staff and pupils have the right to feel safe and secure in the school environment. The school encourages the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

Equal Opportunities

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

Content

The SEAL and PSHEe curriculum will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships, enabling pupils to deal with conflict and feelings e.g. anger
- encourage the exploration and clarification of values and attitudes, rights and responsibilities
- foster self esteem, positive self-image and confidence

Topics and themes will be revisited taking account of the pupils' development and the spiral curriculum concept.

Topics will include:

- feelings and relationships
- personal safety
- lifestyles and culture
- growing up

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

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
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

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. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils 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 pupils 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. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

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.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff in the 'Incident book'.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem with the child's class teacher.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour; through work with the Learning Mentor, BEST support, family SEAL, yoga, SEAL and 'Here I Am' lessons.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place; for example; detention, meeting with parents or carers and sanctions within the classroom [removal of house points, movement down the mountain].
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils 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.

Prevention

We will use the following methods for helping children to prevent bullying. This is to occur during SEAL lessons, SEAL assemblies, Here I Am lessons, PSHE lessons and circle time. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract or a home-school agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

HELP ORGANISATIONS:

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| • Advisory Centre for Education (ACE) | 0808 800 5793 |
| • Children's Legal Centre | 0845 345 4345 |
| • KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 0845 1 205 204 |
| • Parentline Plus | 0808 800 2222 |
| • Youth Access | 020 8772 9900 |
| • Bullying Online | www.bullying.co.uk |

Organisation

Anti-bullying education will be co-ordinated by the PSHE co-ordinator in close co-operation with the Learning Mentor, SEAL/RE co-ordinator, SEAL Teacher, BEST Support and senior management.

Delivery will be:

- as themed topics
- addressed occasionally in assembly time
- through planned visits from parents and younger and older siblings with staff and outside agencies
- through pastoral time with the Learning Mentor
- through circle time in class
- through story time

Active learning methods which involve pupils' full participation will be used.

Other Approaches to be Used

Following discussions with the school council, a buddy system has been introduced at lunch and playtimes; co-ordinated by the Learning Mentor and SEAL Teacher.

All individuals working with pupils work within the school's moral framework. The learning mentor and school nurse will be used to support pupils as appropriate.

The Role of Outside Agencies and Procedures

The school's Learning Mentor room will provide a peaceful, relaxing environment to support pupils with behavioural issues. Outside agencies will be used to support and assist the teachers in the development of the classroom based work and on a one to one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the pupils will have a CRB check.

Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or Suspicion of Possible Abuse

HOLY FAMILY Catholic Primary School has a Child Protection policy and procedure for dealing with child sexual abuse based on the LEA guidelines and recommendations. This policy is available on request.

Safety of the School Environment

In February 2012, the school council will be asked to identify bullying target areas. Every effort has been made to ensure the safety of pupils and staff at HOLY FAMILY Catholic Primary School. All staff will be made aware of where these areas are and will ensure these areas are supervised.

Consultation with Parents and Carers

Parents/Carers will be notified and kept informed.

The SMT and Learning Mentor will be informed of all bullying incidents. They will be involved in parent/carer liaisons and kept regularly updated.

Complaints Procedure

Any complaints about the anti-bullying procedures or programme should be made to the Deputy Head who will report to the governors via the link governor.

Disciplinary Procedures

The school will handle each case individually recognising that the future of the pupils involved could be affected by the decision and subsequent action employed.

Incidents Outside School

The procedures laid out in this policy equally apply to any incidents off school premises where the pupil/s are involved in school activities. Incidents outside school will be dealt with by the police. Parents will notify the school so that staff is aware of the situation.

Dissemination of the Policy

All staff members and governors will receive a copy of this policy in February 2012. The policy will be made available online through the school website once designed.

Evaluation, Monitoring and Review

Possible success indicators which will indicate the effectiveness of the programme will include

- fewer reports of bullying
- fewer pupils reporting that they bully others
- more pupils reporting that they feel the school is trying to do something to reduce and prevent bullying
- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour.

Feedback from staff, parents and pupils will indicate the effectiveness of the procedures and education programme.

The policy will be reviewed in March 2013 using a consultative process which identifies teacher, pupil and parent feedback on the anti-bullying education programme.

An annual report will be made by the deputy head to the governors and a summary will be given in the annual report to the parents.

A nominated governor [Mrs L. Doherty] will have a link role between the school and governing body.

Signed:

Governor: _____

Date: _____

Headteacher: _____

Date: _____

PSHE Co-ordinator: _____

Date: _____

To be reviewed March 2013.