



**ST. ALBAN'S**

CATHOLIC PRIMARY SCHOOL

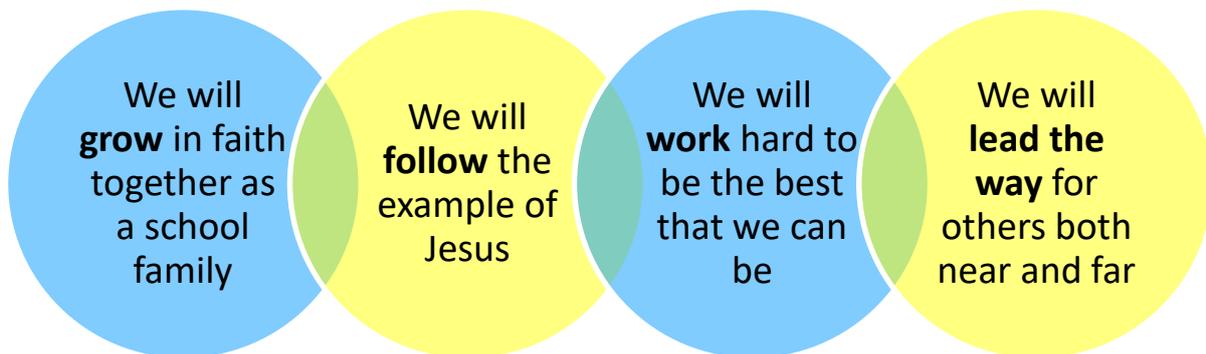
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LEAD THE WAY

## **Anti-Bullying Policy**

<b>Policy Agreed:</b>	<b>November 2020</b>
<b>Next Review:</b>	<b>November 2022</b>

## MISSION STATEMENT



## PURPOSE

This policy provides a framework and guidance within which all staff can operate. It should be read alongside:

- Behaviour Policy
- Safeguarding Policy
- Online safety Policy
- Acceptable Use Agreement/ICT Code of Conduct Policy – cyber bullying and internet safety
- *'Preventing and tackling bullying policy'* DFES
- Equalities Policy – Race, Sexist, Sexual, Transphobic, Homophobia, SEN & Disability
- Relationship and Sex Education Policy
- *'Responding to concerns about SCC schools'* – parental complaints procedure

## INTRODUCTION

At St. Alban's we are aware that bullying happens in all walks of life and settings. We seek to develop a mutual respect between all members of our community. We value politeness and honesty, using as our guide in

all things, the life and example of Jesus Christ, who had a special care for the vulnerable.

**1 Corinthians 16:14** *‘Let all that you do be done in love’*

We aim to provide a safe, caring and friendly environment for all our pupils that allows them to learn effectively, improves their opportunities in life and maximises their personal development and potential. Our intention is to ensure that all pupils feel safe in our school and that they have a clear understanding of the issues relating to safety, including bullying. We are a ‘Telling School’ that promotes self-discipline and teaches pupils the skills necessary to form good relationships that allow them to make the right choices for themselves and others. We want pupils to feel confident in seeking support in school should they feel unsafe. We firmly believe that bullying is unacceptable and we do all we can to prevent it, by developing a school ethos in which bullying will not be tolerated; we take both a reactive and proactive approach to dealing with bullying.

*“Pupils are very proud that their school is a ‘telling school’. Pupils know that, if they are concerned or worried about anything, they are always able to tell an adult. [OfSTED, October 2018]*

*“I like we are all friendly and kind to each other” [Student voice comment, Xavier Trust Teaching and Learning review; June 2018]*

Our school Motto is ‘*Lead the Way*’. Children are expected to exhibit high standards of behaviour at St. Alban’s and are encouraged to lead the way in everything they do.

#### **DEFINITION OF BULLYING:**

**‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.**

*Safe to Learn: embedding anti bullying work in schools.*

## **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate (over time).
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility may be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required. Each incident is therefore dealt with individually and appropriately at St Alban's.

## **What does bullying look like?**

Bullying may include:

- persistent name calling, taunting or mocking
- making offensive comments (e.g. homophobic)
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- gossiping and spreading hurtful and truthful or untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals, it can also often take place in the presence (virtually or physically) of others who then become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied?**

Bullying may take place for no apparent reason, but can be related to perceived 'difference' or vulnerability. Specific types of bullying may include, but are not restricted to:

- bullying related to race, religion, sex or culture
- bullying related to special educational needs or disabilities

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

### **Reporting and responding to bullying:**

Our school has clear and publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people); this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Staff will:

- Respond promptly to concerns expressed by pupils
- Listen carefully and calmly to pupils regarding alleged bullying incidents and record significant incidents (who, when, where and how). The victim and bully should be aware records are being made.
- Inform the Headteacher or a member of the school leadership team (SLT) so that actions can take place and inform other colleagues.
- Treat bullying incidents appropriately for each individual circumstance/situation.
- Work with parents to resolve issues.
- Use a proactive approach. Children are regularly reminded that we are a 'Telling School' and that they should always report any concerns to a member of staff as soon as a problem is identified, whether the child is a victim or a 'bystander'. It is not acceptable to be a 'bystander' as this may be seen as condoning bullying. If bullying is witnessed, it must be reported to a member of staff. The school encourages co-operative play between children throughout the day in order to reduce opportunities for bullying. Anti-bullying posters are displayed prominently in every classroom and bullying is tackled in Relationship and Sex Education lessons, in assemblies and in texts read in RE and English lessons; there is an added focus during Anti-Bullying week. Children are encouraged to openly discuss differences between people that could motivate

bullying. The school also teaches children that using any prejudice-based language is unacceptable.

- If it is identified that the bullying has taken place, staff will use a restorative approach to improve relationships between victim and bully and complete a 'Bullying Incident' form. The names of those involved may be mentioned at weekly staff meeting, if appropriate. Parents are informed. Both parties are supported to bring the situation to an end. A record is started, making clear the implications of the incident being repeated and being labelled bullying. The Key Stage Leaders are responsible for keeping a record of bullying incidents and will report back to the Headteacher. The Key Stage Leaders and Headteacher use the behaviour policy as guidance and will develop an individual mentored behaviour programme to change bullying behaviour. Ending the bullying is essential; however, we recognise that a child who engages in bullying behaviour needs help to change their ways. When required, the advice and expertise of outside agencies will be sought (e.g. Behaviour Support Team, Education Psychologist). Where the need arises, LA guidelines for suspension and exclusion will be followed.

### **Staff advice**

- 1) Talk to the child who has been upset; find out what happened and how it made them feel. Encourage a 'telling' culture.
- 2) Talk to the 'perpetrator' on their own – try to identify any underlying issues and emotions. Ask them how they think the other child is feeling and get them to explain what they could do to help change this.
- 3) Give the 'perpetrator' a specific task e.g., write a letter of apology.
- 4) Talk with the 'victim' about the actions taken. Teach them to use their personal power to deal assertively with children who confront them in future, using a firm tone and 'I feel' statements.
- 5) Supervise the apology/ hand over of the letter/ agreement of future actions, ensuring that the apology is genuine and that the victim feels safer as a result.
- 6) Set times and dates to follow up on the incident and ensure that the situation has been resolved. For serious incidents, these would be daily, weekly, half-termly until it is resolved for good.
- 7) Consider asking an older child to act as a 'buddy' to the victim.

In the event of cyber-bullying:

- Advise the child or young person not to respond to the message.
- Refer to relevant policies including 'e-safety' and 'acceptable use' policies.
- Secure and preserve any evidence.
- Inform the sender's e-mail service provider.
- Notify parents of the child or young person involved.
- Consider informing the police, depending on the severity or repetitious nature of offence.
- Inform the school e-safety Leader.
- Inform and request the comments be removed if the site is administered externally.
- Inform LA e-safety officer

### **Child advice**

Please see Appendix 2: Anti-Bullying Policy Summary for Pupils KS2 and KS1 versions.

### **Parent advice**

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents are able to help immediately if they feel there is potential for a situation to lead to, or may have already become bullying by:

- Discussing the matter sensitively with the child.
- Sympathising, listening carefully and try to calmly find out what happened.
- Reassuring the victim that the bullying will cease.
- Encouraging the child to talk to an adult at school.
- Informing the school and discussing the matter with the class teacher or senior member of staff. (It is neither appropriate nor acceptable to take matters into your own hands, i.e. approach the 'bully' at school or parents).
- Do not advocate a 'hit back' policy.

Contact the school:

- Email or phone the school office and ask for an urgent appointment to speak to your child's class teacher - don't wait as the school is

eager to resolve the issue as quickly as possible. The class teacher will call you back as soon as possible.

- If the class teacher hasn't resolved the incident, call the office to make an appointment to see the Deputy Headteacher.
- If the matter still remains unresolved, make an appointment to see the Headteacher or put your concerns in writing.

\* Remind your child that St. Alban's is a 'telling' school and if an incident occurs the class teacher should be informed on the same day so that a proper investigation can take place.

Signs to look out for:

- Not wanting to go to school or truanting.
- Becoming shy, withdrawn and lacking in confidence.
- Having 'mystery illnesses', non-specific pains, tummy upsets, headaches.
- Arriving home with unexplained cuts/bruises or with clothing torn.
- Becoming frightened of walking to school. There may be a desire to change route or to go/return much later than usual.
- Asking for unexplained extra pocket money.
- Reluctance to meet other children.
- Personality changes e.g. irritability, tiredness, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness.
- Temper outbursts, abusive language or impulsive hitting out.
- Bed wetting and nightmares.
- Reluctance to go outside at break time.

This is not an exhaustive list.

## **ROLES & RESPONSIBILITIES**

### **The Senior Leaders**

Their responsibilities are:

- Implementing the policy, monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents

- Coordinating strategies for preventing bullying behaviour

The Senior Leaders will lead the use of a restorative approach in resolving issues and by coordinating the recording system. They will record incidents of bullying in a folder which is kept in the Headteacher's office. 'School Bullying Incident Forms' (Appendix 1) are completed in conjunction with the class teacher and any other staff that may have been involved.

When completing the forms, the Senior Leader or class teacher will:

- Indicate the type of incident;
- Indicate factors that may have motivated the bullying incident (such as race, disability etc.);
- Provide a brief description of the incident and the action taken;
- Arrange a meeting with all involved parties to ensure that the matter is genuinely resolved;
- Record what sanction has been applied to the perpetrator;
- Record contact with the parents of the victim and perpetrator and whether outside agencies have been informed.

Other relevant information, such as letters or emails, is retained on record.

The behaviour lead will undertake a termly audit of reported incidents, to look for patterns and ways in which the school can avoid similar incidents happening in the future. This data is also monitored by the Anti-Bullying Governor.

## **Staff**

All staff in our school:

- Take all forms of bullying seriously.
- Are vigilant and aware of the signs of bullying.
- Will intervene to prevent incidents from taking place.
- Will address bullying through the curriculum.
- Endeavour to establish a climate of trust and respect for us all.
- Distinguish between friendship issues, aggressive behaviour and bullying.
- Reinforce the British value of mutual respect and tolerance for all.

## Appendix 1: School Bullying Incident Form

### School Bullying Incident Form



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<b>Date:</b>	
<b>Reported by:</b>	
<b>Reported to:</b>	
<b>Victim's Name &amp; Class:</b>	
<b>Perpetrator's Name &amp; Class:</b>	
<b>Class Teacher:</b>	
<b>Incident:</b>	
<b>Discussion with perpetrator:</b>	

**Evidence:**

**Statement taken by:**

**Action Plan:**

**Parents informed:**

**Head teacher informed:**

**Outside Agencies involved**

**Date of review:**

**Victim's Comments at review:**

**Sanctions:**



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## Anti-Bullying Policy Summary for Pupils



### What if I'm being bullied?

- Someone being mean to you isn't always the same as someone bullying you. We can all make mistakes sometimes and say or do unkind things. Whilst the school never accepts the behaviour of anyone who is being mean, this isn't always 'bullying'. Your teacher will help you to talk through this if you're unsure.
- If someone is repeatedly mean to you, particularly if you've not done anything unpleasant to them, this could be bullying. You must tell your teacher, and explain that this isn't a 'one off', but is something that happens a lot.

### What will the teacher do?

- The first thing will be that the teacher will talk with you and try to find out what has been going on. After that, they will probably talk to the other child (or children) who are involved. The teacher may talk to any of the other adults who were around who might have seen what happened.
- If things are serious, the teacher might talk to the Head Teacher and explain what's been happening. He will then explore things with the bully and with you.

### Should I tell my parents?

- It's always good to talk to your parents if you are having problems in school. Don't do this instead of talking your teacher though, do this as well as talking to your teacher.
- The teacher or the Head Teacher might want to talk to your parents too, this is just to help get the problem sorted.

### What will happen if I 'tell'? Will things get worse?

- At St Alban's, we are a 'telling' school – this means that one of the most important things is being honest if you're upset and telling an adult straight away.
- It might be that your teacher talks with you and helps you deal with a problem without even needing to speak to another child. Sometimes, things that children feel are 'bullying' are actually just falling out. Telling your teacher might help sort this out.
- If you do 'tell' and you are being bullied, one of the things that the Head Teacher will say to the bully is that they *must not* make things harder for you. If that bully comes back and is mean to you or says anything about you telling you must tell your teacher again straight away. The bully will be in a lot of trouble and this should stop things getting any worse.

- The Head Teacher will also be talking to the bully and their parents to ensure that they understand that their behaviour is unacceptable and they stop bullying.
- You will be asked what you think should happen next and if you are happy that the issue is resolved.

### **Should I forgive a bully?**

- Yes. This can be really hard, but, if a bully stops hurting you and is sorry, it is good to try to forgive them. Some bullies are mean because they are upset themselves. Showing them forgiveness could help them too.

# Anti-Bullying Rules

We are always kind.

We are all different and are all proud of it.



What is bullying?

Bullying is being unkind to the same person over and over again.

Sometimes your friends make mistakes and are unkind, this is not always bullying.

Talk with your teacher if you are upset and they will help you. Remember:

**We are a telling school.**

What will the teacher do?

Your teacher will talk to you to find out what has happened.

Your teacher will talk to the child who is being unkind and to their parents. They will say sorry and will learn to be kind to everyone.

Mrs Martin or Mr Brannigan will talk to them and to their parents.

Your teachers will make sure you feel happy and safe at school.

What **to do** if you think you are being bullied:

**We are a Telling School.** Tell a teacher if someone is unkind as soon as it happens.

All the teachers and dinner ladies in school will listen and help you if they know you need help.

If you think you SEE bullying, you must also tell a teacher.

It is good to talk to your parents after you have spoken to your teacher at school.

Should I forgive a bully?

Yes. This can be a very hard and brave thing to do. If someone is truly sorry and has stopped being unkind then it is good to forgive them.

# Anti-Bullying Rules

We are always kind.

We are a telling school.



Sometimes people can be unkind and hurt us. If this happens over and over and over again and doesn't stop then it might be called bullying.

If this is happening to you then you must tell a grown up. The grown up will help you sort out the problem so that you feel better and so that the bullying stops.



**Remember we are a telling school**