



ANTI-BULLYING POLICY

Review Date: Summer 2017

By Whom: Staff, Governors

Next Review Date: Summer 2018

By Whom: Staff, Governors

VISION AND BELIEF DECLARATION

One family, belonging, believing and learning together

MISSION STATEMENT

Caton St Paul's C of E Primary School exists to encourage every child to achieve his or her full potential. A caring Christian environment is provided in which children are offered educational opportunities of the highest quality and where all contributions are valued.

The school is distinguished by the quality of care its members extend to each other and the wider community and by the fostering of spiritual development, mutual love, respect and responsibility.

STATEMENT

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other, neither is it an isolated incident or a one-off disagreement.

Bullying in any form (in relation to race, age, gender, disability, religion/belief, sex and sexual orientation), by anyone, will not be tolerated at Caton St Paul's C of E Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

AIMS

We aim, as a Christian school:

- ❖ To produce a safe and secure environment where all can learn without anxiety.
- ❖ To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.
- ❖ To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school.
- ❖ To report all instances of bullying.
- ❖ To promote a "whole school" approach, where signals and signs are identified and swift and effective action is taken.
- ❖ To teach pupils to recognise how others feel and treat others how they would like to be treated.

A POSITIVE APPROACH TO PROMOTE "GOOD FRIENDS"

Provide a good role model; show care, politeness, respect and honesty.

Teach and promote empathy.

Discuss supportive relationships.

Promote self-esteem, security, identity, belonging, purpose and competence.

Help children to develop positive strategies and assertiveness.

Refer to "caring"; raise awareness of how good it feels to care for others and how good it feels to be cared about.

Reward positive behaviour.

Explore feelings through role play and viewing bullying situations from both sides.

Allow children to hear what other people feel and experience (e.g., "circle time").

Discuss friendships - who are our friends and why do we choose them?

Encourage children to recognise their own qualities and help them identify good qualities in others.

Teach children to listen, and listen to them attentively.

Help children to be patient and to be reflective.

Encourage children to look after their own property and to respect property of others.

Help children to give and receive praise.

Teach children to be helpful.

Encourage peer support for all pupils.

Personal and Social Education Assemblies.

Timetable PSCHE / PSED lessons.

Encourage pupils to seek support from adults in school.

ACTION AGAINST BULLYING - Every adult at Caton St Paul's C of E Primary is responsible for the welfare of the pupils.

For the Adult

Take bullying seriously and investigate the facts of any incident.

Support children who are being bullied.

Encourage bullies to change their behaviour through guidance and support.

Encourage children to "tell".

Break up groups of bullies.

Use positive peer pressure to encourage good, non-bullying behaviour.

Meet with bullies and victims individually.

Encourage co-operative working/play.

Take an active interest in children's playtimes and watch for signs of distress.

Promote a shared approach with parents/carers.

For the Child

Tell yourself - "I don't deserve to be bullied".

Try to show that you are not upset.

Try being assertive - shout "go away" loudly, or walk quickly and confidently away.

Get your friends to support you positively.

Show that you and your friends disapprove.

Talk to an adult.

Show understanding and support to children who may be bullied.

Be careful about teasing or personal remarks.

Don't stand by and watch - tell an adult straight away.

Remember, we are all individuals and different and we should be allowed to be proud of it.

PROCEDURES FOR DEALING WITH BULLYING

Allow appropriate “cooling off” time for pupils involved.

Talk with the bullies and the bullied individually in confidence. It may then be appropriate to discuss behaviour together and obtain genuine apologies.

If appropriate, allow bullies to hear the feelings of the bullied child.

Ensure that all incidents of bullying and procedures to be followed are recorded in Class Behaviour Logs.

Inform parents in combating bullying.

In certain circumstances, sanctions will then be applied.

Depending on the seriousness and/or frequency of the unacceptable behaviour, parents may be encouraged to take an active part in “target setting” in order to promote acceptable behaviour.

Seek support from learning mentor

Request guidance from other outside agencies.

Monitor the situation until the problem is resolved.

SANCTIONS AVAILABLE

Withdrawal from playtime (which may involve writing a letter of apology).

Withdrawal from representing the school.

Withdrawal from favoured activities.

Withdrawal of privileges.

Exclusion from peers.

Referral to senior staff.

Exclusion from school.

Pupils involved in incidents will be informed of sanctions carried out. Staff associated with such pupils will also be informed.

Cyber-bullying

The school acknowledges that cyber-bullying may take place in variety of ways, using a variety of electronic means including; email/messenger, mobile phone calls, instant messaging, using someone else's account or phone, chatrooms, websites (including defamatory blogs), social networking sites, electronic games played online, twitter, identity harvesting (where sites and games collect personal details which may leave a child open to stalking/predatory harm), flaming (online fights with angry and vulgar language), harassment, sending or posting gossip or rumours about someone in order to damage their reputation, impersonation, 'outing' (sharing someone's potentially embarrassing information/image online), manipulation online with intent to exploit, isolation (i.e. intentionally and cruelly excluding someone from an online group), cyberstalking and sexting (sending explicit or suggestive images via any new technology).

Incidents of cyberbullying will be dealt with according to the school's Antibullying Policy. In the case of serious incidents, the E-Safety Incident/Escalation Procedure document may be used as a framework for responding to cyberbullying.

E-Safety incidents will be reported to the Head Teacher (as Child Protection Officer and eSafety champion) who will log incidents either advise on the appropriate action to be taken/take action to resolve the issue.

The E-Safety Incident/Escalation Procedure document (attached, from p166 Cyberbullying and E-Safety, Adrienne Katz, 2012) may be used as a framework for responding to serious incidents.

Roles and Responsibilities

The Role of Governors

1. The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
2. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
3. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Headteacher

1. It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
2. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact on a regular basis via Collective Worship and informal discussions with children. Collective Worship may be used, for example, as a forum in which to discuss with other children why bullying behaviour is wrong, and why a pupil is being punished.
3. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
4. The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. Children at Caton St Paul's C of E Primary should feel they are important and belong to a friendly and welcoming school, thus bullying is far less likely to be part of their behaviour.

The Role of the Teacher

1. Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
2. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
3. The Headteacher keeps a Behaviour Log Book where all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school are recorded. If any adult witnesses an act of bullying, they should log what they see and inform the Headteacher.
4. If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling, friendship support and support for the victim of the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies to help provide intervention strategies.
5. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

1. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
2. 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.

Monitoring and Review

1. This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.
2. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Related Documents...

Behaviour Policy

Single Equalities Policy

Staff Code of Conduct Policy

E-Safety Policy

Safeguarding and Child Protection Policy

Whistleblowing Policy

Home/School Agreement

Teaching and Learning Policy

SEN Policy