

ST. GREGORY'S R.C. JMI

GOVERNORS STATUTORY POLICY



ANTI-BULLYING POLICY

March 2017

**Reviewed, Amended, Updated November 2007, November 2009, November 2010, November 2011,
November 2012, November 2013, November 2014, March 2015, March 2016**

1. Introduction

- 1.1** Head Teacher's by law must have a policy to prevent all forms of bullying amongst pupils which complies with the Human Rights Act 1998 (in force from 2nd October 2000). The policy should set out strategies to be followed, backed up by systems to ensure effective implementation, monitoring and review.
- 1.2** St. Gregory's anti-bullying policy reflects the consensus and opinion of the whole staff. Initially it has been drawn up at the conclusion of a programme involving the use of two D.F.E.E. anti-bullying videos, staff room discussion including opportunities to view anti-bullying and training packs. Particular attention has been paid to the 2014 Church of England publication "Valuing All God's Children" in reviewing and refining this policy.

2. The Nature of the Policy

- 2.1** This policy reflects the Mission Statement which is firmly rooted in the Catholic Education programme 'Come and See' that draws together every aspect of the schools life. We believe that the Pastoral Care system also exists as a vehicle to raise awareness of bullying and offers both staff and pupils procedures for recognising and combating bullying. It does not stand alone as a document but dovetails with the schools other existing Behaviour, Discipline and Equality policies already in place within the school. * **Plus Home School Agreement.**

3. A Definition of Bullying

- 3.1** Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and well being in the school.

3.2 The Nature of Bullying

Bullying is considered to be:

- Deliberately hurtful;
- Repeated often;
- Often difficult for individuals who are being bullied to defend themselves against.

Bullying can be:

Physical: hitting, kicking, taking belongings;

Verbal: Name calling, insulting, making offensive remarks;

Indirect: Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

- Pupils may use the tool of cyber bullying (e.g. text messages, emails or using social networking sites like Facebook, Instagram or Twitter).

Sexual: Unwanted physical contact or abusive comments. People may bully others because of varying perceived differences:

- Sexism, racism, religion or belief, academic ability, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family or friend)

Persistent bullying can result in:-

- Depression.
- Low self esteem.
- Shyness.
- Poor school attendance and low academic achievement.
- Isolation.
- Threatened or attempted suicide.

Unchecked bullying also damages the bully, who learns that he/she can get away with violence, aggression and threats and that this sort of behaviour gets them what they want. Although they should be given plenty of encouragement and help to change, bullies must not be allowed to get away with tormenting others.

4. Procedures to Follow

We have two aims when reacting to incidents of bullying:

1. To help the child who has been bullied to feel safe.
2. To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

4.1 As a class teacher:-

- Be watchful and observe the social relationships between pupils in the class.
- Investigate the pupils views.
- Keep records of any bullying incidents and what was done as a result.
- Liaise with other colleagues and SA's/Classroom Assistants/Support Staff in order to monitor any out of class incidents, especially at lunch breaks and play times.
- Take all bullying problems seriously by:-
 - a) Obtain witness information.
 - b) Interview bullies and victims separately (keep a written account).

- c) Report to Head Teacher so that an appropriate sanction can be imposed i.e. loss of playtime, supervised tasks given.
- d) Provision of mentor support for both bully and victim via class teacher, pastoral care teacher or pastoral care co-ordinator. SENs co-ordinator plus outside agencies.
- e) The bully gives a written or verbal apology and is reminded of the Home/School Agreement, a pupil signed contract that was made.
- f) Parents notified, at the discretion of the Head Teacher.

If Bullying re-occurs

- a) Involvement of parents.
- b) Continued use of sanctions.
- c) Continued monitoring of bully and victim.
- d) Progress reporting with Pastoral Care Co-ordinator.
- e) Child to be collected and delivered to and from school.

If no improvement

Fixed term exclusion.

Ultimate sanction – Permanent exclusion.

5. The Role of the Pastoral Care System

5.1 The focus on relationships for the Autumn Term Pastoral Care lessons highlights direct teaching on:-

- Bullying – acceptable and unacceptable behaviour.
- Being a good citizen.
- Self esteem.
- Emotional development and well being.
- Stress management skills.
- Sex education (Y6).

5.2 Each lesson uses a variety of format to convey its objective:-

- Circle Time.
- Drama with hot seating and role play.
- Games.
- Discussion.
- Songs.
- Stories.
- Poetry.
- Art.
- Speaking and Listening.

5.3 Every Pastoral Care Family has a mixed age range of children fro YR – Y6 of approximately equal numbers and under the teacher plus captain and vice organise its

own self help, support and working groups as required. Within this close family atmosphere a lot of preventative measures can be taken against any form of bullying. Our children have the advantage of knowing their Pastoral Care teachers over a period of years which helps to build up good levels of trust.

5.4 Y6 children pair with Reception for confidence building when going into lunch in the dining hall. They also help them to settle into school routines.

5.5 The Pastoral Care system:

Supports new pupils who transfer from other schools helping them to intergrate more readily at this vulnerable time when bullying could occur.

5.6 St. Gregory's recognises that most bullying in schools tends to take place in the play ground at break-times and lunch-times and often out of sight or hearing of supervisory staff. Therefore there are measures already in place, providing the children with an attractive and stimulating outside environment where they can play without becoming bored or the need to misbehave, i.e. the provision of a climbing frame and adventure play equipment, the MUGA, yard games, grass and woodland, benches and sitting areas and the planting of flower beds to attract wildlife. However staff are watchful of places like toilets, cloak rooms and around the school gates where bullying could go on undetected.

5.7 The Head teacher takes any report of bullying very seriously, taking personal control of any investigation and progressing solutions.

6. Whole School Communication

6.1 At St. Gregory's whole school assemblies the Head Teacher and other members of staff can reinforce the message about bullying i.e. not to suffer in silence but to tell some-one straight away:-

- It could be the member of staff who is responsible for you at the time.
- The Class Teacher.
- The Head Teacher.
- Your parents.
- The Pastoral Care Teacher, Co-ordinator or Special Teacher mentor.
- A trusted member of your Pastoral Care Family.

However be honest and ask yourself if your own behaviour has caused others to get angry or upset with you.

6.2 Staff realise that it is not always easy for children to tell some-one openly about their fears and especially bullying. So having a "worry box" set up in the middle entrance in which children can post their concerns is very valuable so that problems can be dealt with privately.

6.3 Bullying after School

Whilst the school cannot be held responsible for pupils' behaviour outside of school hours, leadership will always endeavour to support and encourage good relationships. In this internet age the opportunities for pupils to liaise regularly on line on the evenings and at weekends has led to an increase in incidents where friendships have been damaged. In these cases disputes and unpleasantness can inevitably be brought into school and therefore must be tackled. The school's message about on-line safety and behaviour is regularly reinforced throughout the year and is recognised and understood throughout the school community.

7. Publicising the Policy

7.1 Parents worry about their children being bullied at school so we believe it is vital to inform them about the policy and the activities associated with it through:-

- The School Brochure.
- The School Website.
- The work of SAPA especially 'Meetings' for new parents.
- Newsletters.
- Assemblies.
- The raising of whole school staff awareness, staff meetings and CPD days.
- Up-to-date information and training packs.
- Making links with Secondary School Staff / Pupils. Nursery links with Mrs Olwen Pickering and Mrs Joyce Sowerby and Miss Ashleigh Hope, Secondary Staff – close liaison with Y6 teacher Miss E M Carrahar.

8. Background Information

This policy was informed by reference to:-

- The 1974 Health and Safety at Work Act.
- The National Association of Head Teachers Professional Management Series on Bullying.
- The D.F.E.E. Anti-Bullying pack for school's 'Don't suffer in silence' Editions for 1994 and 2000 plus video material.
- The support pack for school 'Action against Bullying by Margaret Johnson, Pamela Munn and Lynne Edwards.
- Preventing Bullying 'A Parent's Guide' – Kidscape sponsored by the Co-Op.
- Bullying The Child's View – an analysis of telephone calls to Childline about bullying by Jean La Fontaine.
- The Durham County Local Authority Training Pack 'Bully-Proofing Schools.
- Valuing "All Gods" Children: Guidance for Church of England Schools on Challenging Homophobic Bullying. May 2014.

9. This policy will be reviewed and updated annually (March 2018).

This Policy and Guidelines was adopted by the Governing Body on: 22nd March 2017.

Signed: _____ (Head Teacher) Date: _____

Signed: _____ (Chair of Governors) Date: _____