

# Ss Peter and Paul RC Primary School

## Anti-Bullying Policy



# **Ss PETER AND PAUL RC PRIMARY SCHOOL ANTI-BULLYING POLICY**

## **Mission Statement**

**We would like everyone involved in the life of our school to explore and promote God's values so that everything that happens in our school demonstrates God's love for everyone.**

**Together with the Spirit we will create an oasis where every child matters.**

**Ss Peter and Paul Anti-Bullying Policy is part of our whole school Safeguarding Systems.**

Links to existing policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Safe Internet Access
- Looked After Children Policy

## **PRINCIPLES**

Ss Peter and Paul School seeks to provide a safe, secure and positive environment in which children and young people can develop and grow making full use of the range of facilities available to them.

Bullying in any form is unacceptable and will not be tolerated by any member of our school community.

Our Mission Statement clearly identifies the need for all children, young people and adults to be treated with respect, dignity and understanding, and to participate in any activity free from intimidation.

At Ss Peter and Paul School we will seek to ensure that we will:

- Actively listen to children and young people.
- Act appropriately on information received.

In doing this we will ensure that a safe, secure and positive environment exists enabling all who work within our school community do so in the knowledge that help, support and above all action will be taken to eradicate bullying.

## **DEFINITION OF BULLYING**

We define bullying as the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has only occurred on one occasion.

Bullying is not a phenomenon which occurs solely between children. The above definition can also be seen to characterise some adult/adult, adult/child and child/adult relationships.

In more serious instances where adults abuse their power over a child or a child does over another child, bullying may be viewed as child abuse and should be seen within this context.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying may be exhibited by some children, especially very young children, without the intention or awareness that it causes distress.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should be taken seriously.

### **TAKING ACTION TO ERADICATE BULLYING**

Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.

Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about themselves which has led the bully to pick on them.

The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases, self-harming or taking their own life.

The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.

Bullying behaviour is not a natural part of growing up and should not be seen as such.

Children and young people who bully are likely to experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties.

Children and young people who bully are unlikely to stop while they can continue unchallenged.

Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

Bullying promotes poor models of behaviour and may encourage others to imitate these models. Children and young people who have been bullied in one setting may well become bullies in another.

For children transferring from primary to secondary schools the fear of bullying is widespread.

Evidence shows that bullying is a major concern for parents and children of all ages.

Certain groups of pupils are known to be particularly vulnerable to bullying by others:

- these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **POLICY TO PRACTICE**

We firmly believe that for an anti-bullying policy to operate successfully requires the full co-operation of children, staff, parents and governors in ensuring that this is a priority in the day to day life of the school.

We see the implementation of our Anti-Bullying Policy as being a partnership between the children, staff, parents and Governors. An extension of this partnership will include other agencies and organisations in supporting our practise.

### **STAFF**

We will do this by:

- Encouraging children to talk openly about their experiences in lesson time and particularly as part of our PSHE Programme.

- Making all children aware of the consequences of being bullied and being a bully.
- Provide a direct line of communication if necessary, to a child with genuine fears. This will be directly to the Head Teacher and/or the Deputy Head Teacher.
- Using our Playground Buddies as a way of promoting friendship and *'looking after one another'*.
- Involvement of the School Council in implementing any policy with regard to anti-bullying.
- Ensuring that any child who alleges they are being bullied is made safe.
- Investigating all concerns.
- Respecting confidentiality.

## **GOVERNORS**

We will do this by:

- Delegating responsibility for the implementation of this policy to the Head Teacher and Deputy Head Teacher.
- Producing brief written guidelines for all staff in effectively carrying out their role within school (**APPENDIX 1**).
- Ensuring that all staff are aware of the importance in developing and maintaining positive relationships with children.
- Providing a safe, listening environment in which adults are able to listen to concerns regarding bullying behaviour.
- Raising awareness through school assembly and visitors to school to tackle bullying issues.
- Positively encouraging co-operative behaviour and reward non-aggressive behaviour.
- Identifying and providing appropriate training in relation to bullying behaviour.
- Recording any concerns and action taken to prevent or deal with bullying behaviour (**APPENDIX 2**).
- Monitoring the frequency and nature of bullying within our school.
- Reviewing our policy and procedures on a regular basis.

## **HEADTEACHER**

We will do this by:

- Making new parents aware of the school's Anti-Bullying Policy via the School Prospectus, Induction Meetings and School Website.
- Providing brief written guidelines for parents who believe their child may be experiencing bullying behaviour (**APPENDIX 3**).
- Ensuring confidentiality.
- Involving parents and other organisations if necessary at an early stage.
- Listening to parental concerns and taking appropriate action.
- Providing parents with a simple recording sheet to gather information regarding bullying behaviour.
- Reporting back to parents on progress of investigations.
- Provide parents with a policy for complaints if they feel that the matter has not been dealt with appropriately.

## **GOVERNORS**

We will do this by:

- Receiving reports from the Head Teacher on the implementation and management of this policy.
- Investigate complaints from parents in line with the school's complaints policy.
- Reviewing our policy and provision on a regular basis.

## **MONITORING AND EVALUATION**

The Senior Management Team will monitor this policy and its implementation and effectiveness.

The Governors will monitor this policy as part of the annual monitoring programme adopted by the Governing Body.

**Updated September 2016**

Our guidelines are based upon three important points:

- ❖ We cannot expect children to draw attention to bullying when it happens - the adults must accept responsibility and take steps to make sure that they are aware of what is going on.
- ❖ It is up to all adults within an organisation to take bullying seriously and to do something about it.
- ❖ Adults must be a positive role model in the way they treat other adults, or children and young people. Their own behaviour must not be seen to encourage bullying.

<b>Signs of Bullying – Some victims do not appear to reveal any outward signs.</b>
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- ❖ Become withdrawn, clingy, moody, aggressive, un-cooperative or non-communicative.
- ❖ Behave in immature ways.
- ❖ Sleep or appetite problems.
- ❖ Concentration difficulty.
- ❖ Variation in performance.
- ❖ Cuts, bruises, aches and pains without adequate explanation.
- ❖ In possession of extra money or stealing.
- ❖ Clothes or possessions which are lost or damaged.
- ❖ Complain of illness more frequently.
- ❖ Marked change in a well established pattern of behaviour.
  - sudden loss of interest in a favourite activity
  - a reluctance to leave home go to school
  - a request to change school
  - refusal to return to a place or activity

<b>Remember – Bullying can make children feel scared and alone.</b>
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Bullying might mean:

- Name calling
- Hitting
- Ignoring
- Scaring
- Picking on
- Teasing
- Slagging off

You should not be silent when you are being bullied. Telling about bullying isn't telling tales or grassing. Bullying is wrong and should be reported. Both adults and children bully. No-one deserves to be bullied. Bullying is everyone's problem.

The following actions are appropriate for use with children who are bullied and those who are involved in bullying.

**Ensure that bullying incidents are dealt with promptly.**

- Ensure the immediate safety and well-being of the children.
- Protect and support all parties while the issues are being resolved.
- Take the necessary steps to stop the bullying. This could include:
  - Listen to the children and showing sympathy and concern.
  - Discuss the incident and subsequent consequences.
  - Consider a range of strategies to ensure bullying does not occur again.
- Record incidents (**APPENDIX 2**) and action being taken and notify the Head Teacher and/or Deputy Head Teacher.
- If necessary - inform parents and discuss the situation with them calmly. The decision to talk with parents is at your discretion. As a broad measure you may consider a single incident may not be worth reporting at this stage. On the other hand this incident may follow a pattern and intervention may be needed at this point.
- If you feel at any time that the situation could get out of hand, or you need the support of either the Head Teacher or Deputy Head Teacher, do not hesitate in seeking support. Once the Record of Incidents and Action (**APPENDIX 2**) has been handed over to the Head Teacher or Deputy Head Teacher it becomes their responsibility.
- Maintain contact and work with parents.
- Always respond calmly and consistently.

**Listen, Take Action, Record, Follow Up**

Name of Child being bullied: \_\_\_\_\_

Class: \_\_\_\_\_ Date of First Notification of Bullying: \_\_\_\_\_

**Brief Summary of Incident/Concern:**

Date	Record of Incident/Action taken	Named Person

**Your child has the right to be safe.  
Your child has the right to expect other people, including  
yourselves, to help keep him or her safe**

If you suspect that your child is being bullied:

- Talk to your child about what is happening.
  - Above all else be calm.
  - Show sensitivity.
  - Show concern.
  - Reassure your child that he or she is not to blame.
  - Keep a record of what your child tells you. Include details such as names, dates, time and nature of incident. You may wish to record this privately.
  - Do not pressurise your child - give them space and time.
- Once you are certain of the concerns, if at all possible, act with your child's agreement.
- Contact someone in school. This would normally mean contacting your child's teacher. Your child's teacher will deal with the concern and inform the Head Teacher and/or Deputy Head Teacher and/or the Inclusion Coordinator.
- If you believe the incident warrants bypassing your child's teacher - do not hesitate in contacting the person responsible for implementing the Anti-Bullying Policy. At Ss Peter and Paul School, the named persons are **Mrs Butt (Head Teacher) or Mrs Lawson (Deputy Head Teacher) or Mrs Wetheralt (Inclusion Coordinator)**
- Maintain contact and work with the school.

#### **Some Do's and Don'ts**

- **Do** listen to your child.
- **Do** take your child's concerns seriously.
- **Do** encourage your child to tell you what has been happening and to report any trouble that has been encountered.
- **Do** help your child to try and find a safe solution.
- **Do** talk to the school.
- **Do** look for signs of distress shown by your child.
- **Don't** ignore your child if they say they are worried about certain people.
- **Don't** tell your child to 'put up with it'. Bullying is not acceptable and action needs to be taken.
- **Don't** tell your child to fight back.
- **Don't** rush off and deal with the situation yourself.

Ss Peter and Paul School seeks to provide a safe, secure and positive environment in which children and young people can develop and grow.

Bullying in any form is unacceptable and will not be tolerated by any member of our school community.

We want everyone in our school to be happy.

**If there is a problem we know that:**

- We will be listened to
- Someone will act on the information received

**What is bullying?**

- Physical bullying
- Name calling - verbal bullying - threats
- Cyber bullying - text, email, MSN, social media
- Lying to get people into trouble
- Spreading gossip
- Stealing or hiding belongings

**We want everyone to:**

- Feel safe in the classroom
- Not experience peer pressure
- Not be teased or abused
- Be forgiven for our mistakes
- Be respected for who we are
- Be accepted just as we are

**If you see bullying:**

- Don't laugh or join in
- Tell a teacher
- Speak up for the other children
- Stand by your friends

**If you are bullied:**

- Tell your teacher and family
- Turn to your friends for support
- Don't blame yourself
- Talk until someone listens