

Our Lady and St Teresa's Catholic Primary School



*Aspire, Achieve, Learn and Love as one Family in
Christ*

Anti-Bullying Policy

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Introduction and Purpose of Policy

In Our Lady & St Teresa's School Community we value diversity and difference. This policy is embraced by the whole school community: pupils, employees, parents, governors and all others that use the establishment. The context of this anti-bullying policy is about respect for others and self and is underpinned by our equal opportunities policy and gospel values. We take all reported incidents of bullying seriously and aim to fully investigate each incident to the best of our ability.

Our mission statement sets out –

‘Aspire, Achieve, Love and Learn as one family in Christ.’

As such we are continuously striving to treat each member of our community as a unique, precious individual ensuring they feel valued, safe and secure whilst developing self discipline and respect, thus enabling them to realise their full potential.

Rationale

Our Lady & St Teresa's Catholic School Community regards bullying behaviour to be unacceptable and it will NOT be tolerated. We understand it in the following ways:-

- Bullying is not always easy to define. At OLST we refer to bullying as an incident that occurs Several Times On Purpose or STOP!
- Bullying is an act by a person or group which deliberately hurts, threatens or frightens another person sometimes repeated over a period of time.
- Bullying is always about power and it can take a variety of forms.
- It thrives on secrecy;
- It is usually deliberate;
- It is often observed by silent witnesses (“passive bullies” who as part of a group do things that they would never consider doing as an individual)
- ‘Kidscape’ (see ‘Useful Information’ Page 6) suggests a range of behaviours that constitutes bullying.

Physical : pushing, kicking, hitting, punching, any form of violence, threats

Verbal : name calling, sarcasm, spreading rumours, persistent teasing.

Emotional : tormenting, threatening, ridicule, humiliation, exclusion from

groups/activities Racist : racial taunts, graffiti, gestures, comments. (see Race

Equality policy

Sexual : Unwanted physical contact, abusive comments, gestures or acts, graffiti

- It may include:-

Staring

Accusing Others

Bag Stealing

Smirking

Theft

Blaming the Victim

Hair pulling

Making other ‘do the work’

Gangs

Belittling

Clothes ripping

Intimidation

Shoving

Nicknames

Not letting others join in

Extortion of money/possessions

Withdrawal of friendship

Receiving abusive text messages/emails/phone calls

Posting unpleasant information/use of social networking sites to upset others

We recognise this list is not exhaustive and people may be bullied because of the group to which they belong, because of them being perceived to be different.

Objectives

- The school community will work in partnership with parents/carers to promote 'community cohesion'.
- To recognise that we all share responsibility for developing a caring and supportive ethos in a safe environment.
- To support all parties involved in any situation.
- To ensure that everybody has a clear understanding of the consequences of their actions.
- To encourage ongoing awareness of issues around bullying behaviour.
- To encourage the awareness of the effects of one's behaviour on another.
- To develop a sense of justice in all members of the community.
- To ensure set procedures are followed with regard to the anti bullying policy e.g. recording of racist incidents. The Headteacher has the responsibility to ensure all racist incidences are thoroughly investigated, shared with parents and reported to the Local Authority as and when appropriate.

Procedures For Dealing with Incidents

Every observed or reported incident requires action.

Listed below are a number of steps, however they may not be delivered in this order depending on the nature of the incident.

First Step

- Member of staff acts immediately to stop/prevent any incident of bullying/harassment or discrimination – ignoring what happens is colluding. Investigate all incidents thoroughly.
- Comfort/support the 'victim' and 'perpetrator' together or separately.
- Obtain witness information.
- Challenge and reprimand the 'perpetrator(s)' aiming not to undermine their self-worth and confidence.
- Ensure that any audience is aware that the act is wrong and has been dealt with.
- Record the incident on Any/all pupil records on SIMs and report the action that has been taken to the appropriate member of staff. Take a written statement as appropriate from all involved children and adults.
- Ensure that any audience is aware that if they have done nothing to prevent the bullying then they too are culpable.
- Obtain an apology.
- Ensure action is taken to prevent further incidents.

Second Step

- Discuss the incident with parents/guardian of the victim/perpetrator (if appropriate). Bearing in mind the language used i.e. “... has been accused of bullying” NOT “has bullied”. Any accusation must be based on evidence and further investigation of the incident may be needed.
- Inform staff about the incident (where appropriate) especially the class teacher, where a pupil is involved.
- Inform appropriate staff where a member of staff is involved.
- If an incident is ‘indirect’ i.e. refusal to cooperate with, or avoidance of another pupil or member of staff because of their sex, ethnicity etc., restructure the groups carefully, and discuss the issues that arise from this as part of the Personal, Social & Health Education (PSHE) curriculum.
- Follow up the incident with other pupils, discussing principles rather than specific incidents. Ensure all pupils know that procedure and policy exist to protect them.
- Provide subsequent mentor support for both victim and perpetrator. Eg refer to Learning Mentor for individual/group work

All incidents should be followed up with the relevant staff and the issues debated with all pupils. Prompt feedback to ‘victims’ of incidents on how incidents have been dealt with is essential.

Third Step

- Work with the ‘victims’ to restore their self-confidence. The support may vary from pupil to pupil.
- Work with the ‘perpetrator(s)’ to investigate possible reasons behind the bullying behaviour and ensure that the offence is not repeated.
- Work with the ‘perpetrator/s’ to identify a key person, whom a bully identifies with, to help to eliminate fears and insecurities.
- Assure parents and pupil that the school will keep in touch with them and inform them of what action has been taken to protect the ‘victim’.

Fourth Step

If, after extensive work carried out by the school, the ‘perpetrator’ continues to bully or harass then exclusion may be necessary.

Responsibilities

Legal Responsibilities

- The Governing Body as the employer has the responsibility to ensure the provision of a safe work place.
- The Headteacher is required to ensure the enactment of that responsibility within the school.
- The Headteacher has a duty to do all that is reasonably practicable to ensure the health, safety and welfare of employees. Bullying can damage the mental health of an individual.
- The Governing Body has a legal duty to take measures to prevent all forms of bullying among the pupils.

School Community Responsibilities

- The Headteacher will be the “lead” person and coordinate the process, although specific follow up/investigation may be delegated to members of the SLT or the Learning Mentor. Wherever possible, the Headteacher and teaching staff will promote anti-bullying strategies in a positive way through assemblies and invited speakers. A pro-active approach to be taken where possible e.g. Anti-Bullying Week
- Training should be available through the year as and when appropriate.
- All staff should use their professional judgement to determine when to pass on their concerns about a bullying incident to a member of the management team however all behavioural incidents should be recorded on SIMS.
- All children are encouraged to “tell” someone who can make a difference to bullying incidents.
- All parents, employees and users of our school should actively promote positive acceptable behaviour in school activities, within school and those taking place off site.
- Playground supervision by both teaching staff and lunchtime supervisors should be carefully carried out and children’s behaviour monitored effectively.

Relationship and Curriculum

- Children should be “listened to” and supported in a practical way to ensure children are safe.
- Children should be given opportunities to talk about bullying in general.
- Questionnaire given to pupils annually to ascertain views and gather statistics on bullying
- Regular ‘circle time’ sessions should be held – as part of our PSHE work.
- Outside agents visits to support creating a supportive climate e.g. NSPCC, UNICEF.
- PSHE units followed throughout the school including a whole term on ‘Say No To Bullying.’
- Themed assemblies

Websites:-

www.antibullying.net/resourceswwwlinks.htm www.anti-bullyingalliance.org.uk/page.asp?originx_9818fu_44788217760064t99v_20061016417t www.bullybusters.org.uk/ (helpline 0800 169 6928)
www.bullying.co.uk/the_site/a_b_c.htm
www.childline.org.uk
www.dfes.gov.uk/bullying
www.everychildmatters.gov.uk/
www.hometown.aol.co.uk/ellelouiselang/bullying.html
www.kidscape.org.uk
www.learning.wales.gov.uk
www.luckyduck.co.uk
www.ncb.org.uk/aba/
www.nspcc.org.uk
www.teachernet.gov.uk/wholeschool/behaviour