St. Mary's Catholic Primary School

Anti-Bullying Policy 2017

The lead person with responsibility for developing this policy is Helen Armstrong who is a member of this schools senior leadership team. She will be supported in this role with the Pastoral Care Worker.

Date issued: January 2017

Date to be reviewed: January 2019

1. Roles and responsibilities

The lead person will

1. develop the policy in line with good practice
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class teachers are responsible for the day to day implementation of practices and they will:

1. support the development of an appropriate culture within school
2. support children who have experienced bullying
3. respond to children who have bullied
4. model appropriate, respectful behaviour

Children / young people in this school /setting will

1. embrace a culture that respects difference
2. support children who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

Governors are responsible for monitoring the above

2. Participation

At every stage in the development of this policy recognition has been given to the importance of ownership. The children, staff, parent /carers, governors and other members of the community have been involved in

1. the development of the policy
2. the implementation of the policy
3. the evaluation of the policy

At St. Mary's we enlisted the help of a small group of parents who have shared their views on this policy as well as the school council who have suggested changes.

DRAFT

3. The aims and objectives

Our school asked children what they felt the purpose of an anti-bullying policy should be and they responded:

- **To stop bullying**
- **To protect children**
- **Support children who are being bullied**
- **To give effective help to bully and victim**
- **Provide advice on how to react to different types of bullying**
- **Help communication between parents, professionals, victims and bullies**
- **Make school a happy and enjoyable place for everyone**
- **To teach everyone about bullying**
- **To give teachers more power to deal with bullying**
- **To help you to be confident to tell people**
- **Everybody is welcome in our school community**

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".)
the aims and objectives of this policy are to develop and maintain:

1. a culture of respect where difference is valued
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

4. Defining bullying

Our school asked children to define bullying and they responded that bullying is:

- **One of the worst things that can happen to you**
- **Intentional, disrespectful, discriminative, repetitive, physical, repulsive, mental malicious/hurtful behaviour**
- **Making someone feel small so you can feel big or impress a friend**
- **People picking on you and when you feel like the joke has gone too far**
- **When the bully has more power**
- **Where the victim feels bad inside**
- **Bullying is constant not just something that happens once or twice**
- **The victim is blamed, when the bully is the person doing the wrong thing**

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies".)
bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

5. Prevention

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:-

- the delivery of an appropriate curriculum –***Jigsaw lessons in each year group*** including - ensuring positive images not least of people with protected characteristics, positive role models in history science, literature etc. A system for talking to pupils about difference including assemblies, dedicated events and lessons.

- training for staff to ensure a knowledge about diversity and issues associated with bullying

- the modelling of appropriate respectful behaviour by staff & pupils and other members of the school community.

6. Responding & Supporting

Our school asked children / young people about the type of support they would like and they responded:

- People to talk to
- A small group of friends to be told. Making sure they are the right people and this will make it better, not worse.
- School posters
- Assembly (perhaps a special school council assembly to do this)
- Parents talk to both sets, separately then maybe together
- Having someone they trust so they can regularly check the current situation with the person who is being bullied
- Listening and not judging The victim and the bully
- A kind, understanding approach
- Someone trustworthy to confide in (who can go with you)
- For the bully to be dealt with (helped)
- Certain teachers to talk to
- Support to tell the bully how you feel
- Follow up on reported incidents – has it stopped?
- Kids space- somewhere where the victim and the bully can talk away from others with an adult to supervise/mediate

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

1. Listen to the child young person who has been bullied and identify the type of support they feel they need
2. Listen to the child young person who has bullied and identify the type of support they need
3. Apply disciplinary protocols consistently and fairly
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the schools recording forms and involve outside agencies (such as Educational Psychologists, EMTAS and Behaviour Support Service) as appropriate.

Child Protection
Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children's Services Social Care.

7. Reporting

Our school has a clear system for gathering information about what is happening within school –**the system is communicated through posters that are sited in every form / class room.**
Briefing sheets are sent out to parent/ carers when they join the school– this school has a standard form that children and young people or parent / carers can use to record / report an incident.

8. Evaluating

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children and parent carers and not necessarily via a reduction in reported incidents. Our school has a standard evaluation form.

9. Resources

Our school / setting is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognises we can talk to our link Educational Psychologist who will support us with work in this area.

10. Celebrate

Our school will publish the results of evaluations at staff meetings, school council meetings, governors and parent forum meetings.

Attachments
Incident recording sheet
Evaluation form
List of resource

St. Mary's Catholic Primary School

Incident Reporting form

BULLYING/PREJUDICE RELATED INCIDENT REPORT

Use this form to report bullying, racist or unacceptable cyber incidents. The details given will assist the office in completing an incident log.

Date:		Tutor Group:	
Name:		Staff reporting	

Type of bullying/ prejudice related incident: (tick all that apply)	**Location: (tick all that apply)**	**Time: (tick all that apply)**
Verbal	Classroom	Before school
Non verbal	Playground/field	Lesson 1
Physical	Toilets	Playtime
Social/ isolation	Outside school	Lesson 2
Harassment	Church	Lunchtime
Hate	Library	Lesson 3
*Gender	Hall	Playtime
*Race / Ethnicity	Corridors	Lesson 4
*Disability		After school
*Homophobic		Clubs
SEN		Trips
*Transgender		
*Religion and Belief		
Cyber Calls / text/ IT network/ websites		
Other :	Other:	Other

**Items asterisked are protected characteristics under the Equality Act 2010.Pregnancy and maternity is also included. Schools may wish to notify EMTAS re. prejudice related incidents.*
Schools can access support to address related issues from the EMTAS team (01305 228300).

St. Mary's Catholic Primary School

Frequency:	1x	2-4x	5+	weekly	daily	+frequently

Target individual / group (tick all that apply)		**Perpetrators**
Student	Vulnerable grp	No. 1 2 3 4 5+
group		Names
Teacher Staff TA		
Other professional visitor		

Summary of incident

Initial action taken with both parties (and by whom)	**Inform**	
	Teacher	
	Head/Deputy	
	Parent	

Follow up action with both parties (and by whom) & set review date if applicable

St. Mary's Catholic Primary School

Review (date)	
Signed (by person reporting bullying incident)	

E-logging completed	Date	staff
Submitted by person who was bullied	Date	staff