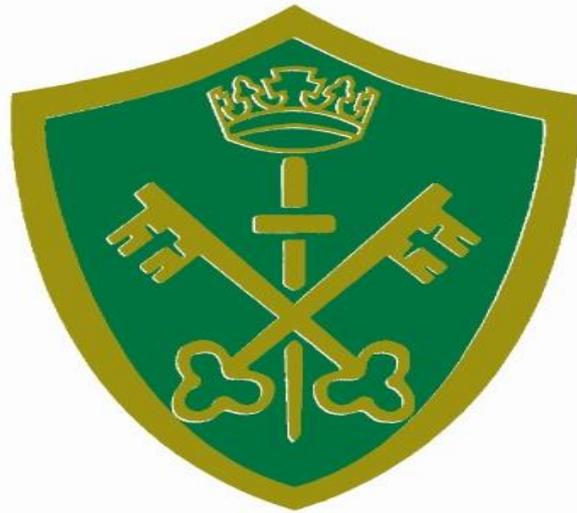


Great Crosby Catholic Primary School
'...that they may have life and have it to the full.'

Anti-Bullying Policy



Date of issue:	January 2017
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Our aim for Great Crosby Catholic Primary

We seek to develop an environment which is welcoming, which shows care and respect for everyone, and where everyone has a sense of belonging. We hope our ethos and our curriculum help us to realise this aim. Bullying of any kind is unacceptable at our school although we have to accept that whilst we may succeed in reducing the incidence of bullying, we accept that we cannot eliminate it altogether

What do we consider bullying to be?

The DfES “Anti-Bullying Pack – Don’t Suffer in Silence” suggest that

1. There are many definitions of bullying but most consider it to be:
 - deliberately hurtful – including aggression
 - repeated over a period of time
 - difficult for victims to defend themselves against.
2. Bullying can take many different forms but the main types are:
 - physical – hitting, kicking, taking belongings
 - emotional – being unfriendly, deliberately excluding, tormenting
 - verbal – name calling, insulting, making offensive remarks
 - indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours and this can include cyber bullying.
3. We recognise name calling is the most common form. This may be because of individual characteristics but pupils can be called names because of ethnic origin, nationality or colour, sexual orientation, or some form of disability.

When discussing what is bullying and what is not with children we use the following definitions according to the age of the children.

Defining Bullying with Key Stage 1 Children.

It is bullying when people:

- hurt others on purpose – especially hitting or kicking
- say they will hurt other people
- tease others unkindly
- call people names
- take other people’s things, spoil or throw them away
- say unkind things about others, whether true or not
- prevent others from joining in their work or group activities.

It is not bullying when people:

- hurt others by accident
- don’t know other people want to join in
- won’t let other people have their own way
- ask others to wait their turn
- want others to play by the rules

- borrow or use other people's things without asking, especially if they do not realise the things are not for general use.

Defining Bullying with Key Stage 2 Children

It is bullying when people:

- deliberately hurt others time after time, especially when people are unable to defend themselves
- tease others especially when the person being teased begins to feel unhappy about it
- call others names, especially when the names are about how people look; e.g., race, colour, appearance, culture, gender, sexual orientation, ethnic origin or any form of disability
- threaten they will hurt others
- try to take other people's possessions or money by force
- demand that others give them money or possessions
- force others to do things they know they should not do
- hurt others physically
- spoil, damage, take or throw away other people's belongings
- leave people out of play, groups or other social activities deliberately and frequently
- exaggerate tales or spread rumours particularly when meaning harm to the person
- act maliciously towards others, openly or by stealth
- make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate others.

It is not bullying when people:

- borrow things and forget to return them
- ask if they can join in
- call people by a name they are happy with
- hurt others accidentally
- give good reasons why others cannot be included in a group activity.

What should children do?

How can parents help?

When bullying occurs it is very important that the school is informed at the earliest opportunity. If a child feels that she/he is being bullied, she/he must notify a member of staff immediately. This would presumably be the class teacher, but could also be the teacher on duty, if the bullying occurs during playtime. If a child feels that she/he is being bullied during lunchtime, she/he must notify a welfare assistant. If she/he feels nervous about approaching the teacher on duty or a welfare assistant she/he may ask a friend to act on her/his behalf. It may be, of course, that parents find out about bullying before the school does, in which case they should notify the class teacher straight away. We urge parents to encourage their children to report bullying immediately. The earlier we know about it, the better chance we have of stopping it, and resolving the causes of it. Reports of bullying will not be dismissed as 'telling tales'. We aim to move children away from the idea of 'grassing'. If a child is bullied she/he is entitled to

complain. It is the child who bullies who is at fault and she/he alone is responsible for the consequences.

How will the school respond?

Initially, reports of bullying will be dealt with by the class teacher. If a child notifies the teacher on duty (either personally or through a friend), that she/he is being bullied, it is the responsibility of the teacher on duty to notify the class teacher. At lunchtime, welfare assistants must notify the Headteacher or the Assistant Headteachers of any such reports of bullying. They will, in turn, notify the class teacher. The class teacher must keep a record of all incidents of bullying and inform the Headteacher of the action she/he has taken. The Headteacher will decide whether or not the class teacher alone is to continue with the case. If not, the Headteacher and a team of senior teachers will work in co-operation with the class teacher. Whether reports of bullying are dealt with by the class teacher or the Headteacher (and his/her team of senior teachers) there are set guidelines which are to be adhered to, for dealing with children who have, allegedly, been bullying.

Developing a Whole School Approach to create an environment where bullying is not tolerated.

Our PSHE and citizenship includes a planned taught anti-bullying strand which begins with the youngest children and is developed throughout the school. The SEAL materials will be used where appropriate.

Teaching Assistants and Lunchtime Welfare Assistants are aware of the school's anti-bullying policy and regularly meet with a member of the SLT to monitor and review children / cases that may be a cause for concern.

The School Council will provide a forum for children to discuss bullying and other related issues, e.g. are there any areas of the school where they feel unsafe?

The school has adopted SEAL materials and "Bullying Matters" – a curriculum pack that brings the issues of bullying, being bullied and bullies to children in the 4-11 age range with language, information and activities appropriate to their age and development.

What follows are guidelines for adults (parents, teachers, teaching assistants, dinner staff and other school staff) when a child confides that they have been bullied or have witnessed bullying.

1. Tell the child you are glad they have told you.
2. Tell them they have done the right thing by telling.
3. Show sympathy.
4. Tell them it happens to other children – not just them
5. Be honest – do not promise not to tell anybody.
6. Explain who you must tell and why.
7. Let the child talk without asking too many questions.
8. Do not cast doubt on what they have told you.
9. Do not ask why they have not told you before.
10. Stay calm – keep your feelings to yourself.
11. Never panic.

(PARENTS MUST NEVER GO DIRECTLY TO A CHILD ACCUSED OF BULLYING THEIR CHILD. This would be another form of bullying.)

Dealing with observed incidents of bullying

When an incident occurs it is important to follow set procedures.

1. Remove the victim and the other child from their audience.
2. Do not enter into any discussion in front of other children.
3. Separate the perpetrator and the victim.
4. Talk to the victim – be sympathetic and non-judgemental. Tell them that action will be taken.
5. Speak to any witnesses or participants in the incident.
6. Make brief notes of important evidence.
7. Talk to the perpetrator and stay calm – let them have their say.
8. Present them with any evidence. Invite their comments.
9. Tell them the incident will be written down.
10. Tell them their parents will be informed about what has happened.
11. If the behaviour is serious enough the serious incidents procedure will come into effect.
12. If the behaviour is repeated, then the serious incidents procedure will be put into effect.
13. Speak to the victim. Explain what action has been taken. Tell them again they have done the right thing and are brave.
14. Send for the victim's parents and tell them what has happened and what action has been taken.

If it is not possible to deal with an incident immediately, it will always be followed up. Also remember that some children use peers, older siblings, parents or teachers to do their bullying for them.

Consequences of confirmed incidents of bullying

All incidents are dealt with by the school.

Some may be isolated and others persistent.

Depending on the seriousness of the incident, some or all of the following consequences will be used:

1. The perpetrator will be counselled and warned
2. Removal from the group within class.
3. Withdrawal of breaktime and lunchtime privileges
4. Parents informed
5. Parents are expected to cooperate with school in the following ways:
 - a. Accepting that their child is at fault and there is a problem
 - b. Encouraging future good behaviour
 - c. Co-operating with a report card and sticker system
 - d. Regular visits to school will be expected in order to monitor the child's progress
 - e. Parents will be involved in the drawing up a home/school agreement to assist their child's behaviour. Progress to be discussed on a regular basis.
 - f. Head and senior staff will carefully monitor all children involved in bullying
 - g. If bullying persists, then the following policy will be put into action

Serious Misbehaviour and its consequences

In certain cases it may be necessary to move directly to more serious consequences. Disruptive, violent or aggressive behaviour and continued undesirable behaviour will always involve the Headteacher and the parents / guardian of the child.

Every effort will be taken to provide a behaviour modification programme to bring about change. This will require the co-operation and support of parents / guardians and all school staff.

The following procedures will be used:

1. A daily report card
2. A target plan to address specific behaviour problems. These will be reviewed on a weekly basis with all concerned
3. Involvement of appropriate outside agencies e.g. school nurse, educational welfare officer, educational psychologist, SAIS
4. Temporary exclusion from school for up to 5 schooldays. On return to school following an exclusion the school will require the acceptance of a contract between the child, carers and the school. The contract will include targets for good behaviour and consequences of any future misbehaviour. It will emphasise that normal rewards will still apply.
5. A meeting of pupil, carers and Headteacher at a Governors' Disciplinary Committee Hearing
6. Permanent exclusion of the pupil from school.

Every effort will be made by the school to encourage and support good behaviour with positive reinforcement and praise.

Parents / guardians are reminded of their Rights of Appeal against the findings of Governors Disciplinary Hearing and/or against any temporary or permanent exclusion from the school.

ACTION TO BE TAKEN TO STOP BULLYING BEHAVIOUR RECURRING

In dealing with cases of bullying, we aim to:

- **STOP** the bullying behaviour;
- **RE-EDUCATE** those who bully, changing attitudes and behaviour for the future;
- **RECONCILE** the pupils involved, if possible.

Ideally the children involved will be friends, but we can neither demand nor expect this. In fact we may have to accept that they do not like each other. However, they will not be advised to avoid each other. This is too much to expect, and creates its own tension. The objective of re-education is to restore the mutual respect which was absent when the bullying behaviour occurred, in other words 'to live and let live'. To this end, and provided the victim agrees, both sides may be brought together.

Each case will be monitored to ensure that there is no recurrence of the bullying behaviour. This monitoring will be carried out either by the class teacher or, where

appropriate, by Senior members of staff in co-operation with the class teacher. It will take the form of review meetings which will be arranged with the children involved.

It must be emphasised that any sanctions taken against children who bully must be fair and just and must serve the above `three aims' (i.e. *stop, re-educate, reconcile*). Consequently, children who bully will not be excluded from the Physical Education curriculum (gym, games, swimming). Representation on school teams expects that the highest standards of behaviour are adhered to. Individual cases involving a child who bullies will be reviewed individually and decisions taken.

Stop
Re-educate
Reconcile