

Anti-bullying Policy

UN Rights of the Child Article 19:

You have the right to be protected from being hurt and mistreated, in body or mind.

Introduction

At Saint Thomas More Catholic Primary School we are committed to providing a welcoming, caring, friendly, and safe environment for all members of our community so that we can learn, achieving our maximum potential, in a happy and secure atmosphere. Our relationships will reflect our belief and our shared vision, made clear in our Mission statement: 'learn and grow as God's Holy People'.

We aim to develop our children in an environment of respect and understanding reflecting gospel values. Bullying of any kind prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. This policy is also to support staff who are being bullied in the workplace.

Bullying of any kind is unacceptable at our school. If bullying does occur, all members of the community should be able to 'tell', and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell someone who can make a difference. Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.

Bullying, as opposed to conflict, involves repeated, orchestrated power over someone else, either by an individual or by a group.

The context of this anti-bullying policy is about respect for others and self and is underpinned by our equal opportunities policy. It is also to be considered alongside the policy for promoting race equality and good race relations.

Building an ethos of co-operation

Staff emphasise the importance of respecting the feelings and emotions of others. School assemblies are often about resolving disputes and issues in School, where pupils and staff are given the opportunity to reflect during a period of silence. The curriculum builds on this ethos directly through timetabled Personal, Social and Health Education and Citizenship weekly sessions.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". Worthy intentions can only be applied effectively by spreading the message of understanding and respecting others.

Saint Thomas More School Community regards bullying behaviour to be unacceptable and it will NOT be tolerated .

[1]

Objectives of the Policy

- To set clear expectations

- All governors, teaching and support staff including lunch-time supervisors, pupils and parents should have a common understanding of what bullying is and show agreement by signing the Home/school agreement.
 - All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
 - All pupils, staff and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- For the child the school community will work in partnership with parents/carers.
 - To recognise that we all share responsibility for developing a caring and supportive ethos in a safe environment.
 - To empower members of our community by teaching strategies for dealing with bullying behaviour.
 - To support all parties, pupils, staff and parents, involved in any situation that is reported.
 - 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 develop the value of empathy in each member of the community.
 - To ensure set procedures are followed with regard to the anti bullying policy e.g. recording of racist incidents.

[2]

The core values will be based on the Beatitudes (Gospel of Saint Matthew 5v3-10) may be summarised as follows:

'Blessed are the poor in spirit, for theirs is the Kingdom of heaven'

Values: Faithfulness & Integrity

'Blessed are those who mourn, for they shall be comforted'

St Thomas More Catholic Primary School
Anti-bullying policy – November 2016

Values: Dignity & Compassion

'Blessed are the meek, for they shall inherit the earth"

Values: Humility & Gentleness

'Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"

Values: Truth & Justice

'Blessed are the merciful, for they shall obtain mercy"

Values: Forgiveness & Mercy

'Blessed are the pure in heart, for they will see God"

Values: Purity & Holiness

'Blessed are the peacemakers, for they shall be called children of God"

Values: Tolerance & Peace

'Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven.

Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me.

Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way"

Values: Service & Sacrifice

Extract from 'Christ at the Centre' – Diocesan publication

[3]

What Is Bullying?

Definitions of Bullying

At Saint Thomas More Catholic School we understand bullying to be defined in the following ways:-

'Bullying is distinguishable from other forms of aggression in that it involves dominance of one pupil by another or a group of others; is premeditated and usually forms a pattern of behaviour rather than an isolated incident.'

- Bullying is an act by a person or group which deliberately hurts, threatens or frightens another person usually 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)

Bullying can be the use of deliberate aggression, often over a period of time, with the intention of hurting another person. It is repeated intimidation of a victim that is intentionally carried out by a more powerful person or group in order to cause physical and/or emotional pain and distress.

Bullying can be:

- Emotional/Psychological
being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, ridicule
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities
- **It may include** (*over a period of time – not one-off incidents*):-

Accusing others	Hair pulling	Gangs
Bag stealing	Belittling	Intimidation
Theft	Shoving	Smirking
Malicious nicknames	Spitting	
Blaming the victim	Making others do the work	
Staring	Not letting others join in	
Clothes ripping	Extortion of money/possessions	
Withdrawal of friendship	Receiving abusive text messages/emails/phone calls	

Bullying may involve the targeting of one child or a small group of children by a larger group of children over time. Whilst each individual child may not engage in repeated bullying activities, their actions may contribute to a bullying culture whereby a vulnerable child or group of children is made to feel isolated from the wider group. Actions that contribute to such a culture may include:

- Direct action (e.g. name-calling, physical action);
- Indirect action (e.g. isolating the child, watching, allowing the bullying to happen).

It must be noted that the impact of bullying and bullying behaviours on individual children can be significant. When considering whether actions constitute bullying it is important to consider:

- How the victim feels about their treatment;
- The motives of the perpetrator (e.g. are they intentionally isolating their classmate)

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.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- self harming
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- tells lies

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This policy document outlines how we make this possible at Saint Thomas More Catholic Primary School.

Responsibilities

Legal Responsibilities

- The Board of Governors 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 Board of Governors 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.
- Staff will have access to training on bullying - Refresher training to be an annual occurrence; training to be part of the Induction process.
- All staff should use their professional judgement to determine when to pass on their concerns about a bullying incident to a member of the Leadership team.
- 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 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.
- Children being bullied will be supported and assistance given to uphold and live in a safe environment which allows their healthy development
- Children should be given opportunities to talk about bullying in general.

[6]

- Children should be encouraged to take a role in stopping bullying
- Regular ‘circle time’ sessions should be held – on a weekly basis.

- Support systems are in place following appropriate training e.g. Peer Support, School Council, Class Councils.
- Outside agents visits to support creating a supportive climate.
- Personal Social and Health Education Scheme of Work developed for the whole school which will incorporate strategies to give appropriate 'assertiveness' training.
- A scheme of 'Protective Behaviours' learning will be implemented annually to support children in developing their 'early warning' signs to keep themselves safe.

Strategies to tackle bullying

Prevention is better than cure so at Saint Thomas More we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of class instructions
- signing a home-school agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- Workshop Assemblies- Anti bullying week

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. There is provision for school members to report incidents anonymously through classroom 'worry boxes' or similar resource.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The adult dealing with the victim will be responsible for this and will be required to give a copy of the report, and the action taken, to the class teacher and Headteacher. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse then it should be reported to the Senior Leadership team to be recorded in the Racial Incident Log and reported termly to the Local Authority.

[7]

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the perpetrators are present (eg taunting during a lesson) will have support strategies put in place to allow them to be confident in sharing with an adult. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counselling possibly with pupils who already hold a position of responsibility, such as School Council members can also be beneficial.

Supervision at Lunch-time

Lunchtime supervisors will work to ensure

- ◆ they respect every child's need for, and rights to a play environment where praise, recognition and opportunity for taking responsibility are available.
- ◆ Children feel they are listened to
- ◆ Children feel sure that reported incidents are actioned
- ◆ They are aware of hidden areas on the playground – possible places where bullying may take place – and ensure these are patrolled.
- ◆ they communicate incidents with each other – a daily reflection time at the end of the session with their Lead LTS
- ◆ all incidents need to be recorded in the Behaviour Log. A suspected bullying incident needs to be reported to the Deputy Headteacher or in their absence PWK (learning mentor).

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

[8]

Action to be taken once bullying has been reported

Every observed or reported incident requires action.

Act immediately to stop/prevent any incident of bullying/harassment or discrimination – ignoring what happens is colluding. Investigate all incidents thoroughly.

Bullying incidents should be reported to staff.

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

St Thomas More Catholic Primary School
Anti-bullying policy – November 2016

Reporting Incidents

STEP 1

The first step is for the victim to tell the perpetrator to “stop” and say they “don’t like it”. This should include a stop hand sign where appropriate.

In cases of deliberate exclusion, or for a serious matter this can be taken to an adult immediately, if unable to speak to the perpetrator.

STEP 2

If the behaviour does not stop the child should take it to someone who can make a difference, this may be an older child or any adult.

It is the responsibility of the parent to bring those incidents that are shared at home, to the attention of the school, for the school to monitor the situation and to use the school’s policy to resolve the matter.

The adult must:

- Take it seriously
- Listen carefully to one person at a time.
- Comfort/support the ‘victim’
- Challenge and reprimand the ‘perpetrator/s’ aiming not to undermine their self worth and confidence.
- Obtain witness information.
- Take a written statement as appropriate from all involved, children and adults.
- Ensure that any audience is aware that the act is wrong and has been dealt with.
- Ensure that any audience is aware that if they have done nothing to prevent the bullying then they too are culpable.
- Obtain an apology. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- If possible, the pupils will be reconciled
- Record the incident. Any incident should be recorded by the adult with basic details (see **Appendix 5a**~ Bullying Behaviour Incident Record (Taken from Positive Behaviour Policy)]
 - a) Names of people involved;
 - b) date and time;
 - c) incident
- Cases of bullying incidents, even when resolved, need to be revisited/monitored over a set period of time **Appendix 5b**

[9]

Monitoring

The Lunchtime Log of Behaviour Records should be reviewed at weekly by the Leadership Team. The Behaviour Logs will be reviewed half-termly and an analysis of incidents reported to the next Governors’ Standards and Provision Committee.

- The parents will be contacted either face to face or by telephone. Both the perpetrator’s and victim’s parents will be notified with the perpetrator’s parents being required to attend a meeting at school to discuss the behaviour. Discuss the incident with parents/carer 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.

- When serious physical attacks occur the police will be notified.
- Inform staff about the incident especially the class teacher, where a pupil is involved.
- Inform Headteacher 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 mentor support for both victim and perpetrator.

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.

STEP 3

It is the mentor's responsibility to inform the Phase Leader and Leadership team when the same perpetrator has been involved in an incident three times.

Serious incidents will be dealt with immediately.

The investigation should be passed to a member of the Senior Management Team who will

- interview the victim
- interview the perpetrator/s (Perpetrators should always be interviewed separately).

The perpetrator should produce a written record, 'My Choices'. (Appendix 2 Positive Behaviour Policy)

[10]

- Complete the report on behalf of the victim and ask for a written statement from the perpetrator
- determine the consequence for the perpetrator's action

Talking with the victim

Talk with the victim separately. Allow the victim to off-load but then lead the conversation towards talking about their feelings. The meeting should conclude with the member of staff sympathising with the victim and saying that they will go and see the perpetrator. The member of staff will produce a written record and end the meeting by arranging to see the victim again.

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'.

Talking with the perpetrator/s

This meeting will be particularly effective if some time has elapsed (but must be carried out on the day of the incident) since the incident so that the perpetrator is less defensive. It is important that this conversation does not get tied down investigating the facts. The conversation needs to move on to trying to find out the reasons behind the needs of the perpetrator to intimidate others. A useful strategy is to talk about the child's relationships with other pupils, staff or other adults and not the victim.

Talking with the group (bystanders, 'passive bullying')

Staff should talk to the group as a whole concentrating not on the facts but on the feelings that resulted from the bullying. The meeting should conclude with an agreement on how the pupils are going to behave toward the victim. They should be encouraged to suggest ideas on how they can make up to the victim. This might start with just a simple, but genuine apology.

Other action that may be taken:

- Work with the 'victims' to restore their self-confidence, providing appropriate training and counselling if necessary. Consider whether the counsellor should be someone of the same sex or/and ethnic group, or someone who could identify closely with the experience of the 'victim'.
- Work with the 'perpetrator/s' to ensure that the offence is not repeated. An attempt will be made to help the bully (bullies) change their behaviour
- Work with the 'perpetrator/s' to identify a key person, whom a bully identifies with, to help to eliminate fears and insecurities.

STEP 4

Follow-up meetings

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. (**Appendix 5b**)

The victim will be contacted again to review the relationship

- **after two school weeks**, and again
- **after a further four school weeks, or the next half-term.**

[11]

STEP 5

- If, after extensive work carried out by the school, the 'perpetrator' continues to bully or harass then exclusion may be necessary.
- The Governing Body, The Director of Education and Police should be informed in the case of physical attacks either by individuals or groups.

Monitoring and evaluating the Policy

We believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to the issue of bullying. Where necessary we have, and will call on outside resources such as the Behaviour Support Service, Kidscape and Caught in the Act theatre company to support our action. This policy is seen as an integral part of our behaviour and discipline policy, 'Promoting Positive Relationships and Discipline'.

- The School Improvement/Development Plan will make the requirement that annual evaluation of this policy be made by the Senior Leadership Team and Governing Body.
- The policy can be viewed in its entirety on the website.

Policy Development

This policy was first drawn up by a Working Party comprising parents, teachers, governors and a member of the Behaviour Support Team. Year R-Y6 pupils were consulted and questionnaires completed by KS2.

Review date: November 2016

Useful Information

Don't suffer in silence – DfES school pack
'Kidscape' (Charitable organisation purely against bullying). Provides advice for parents and children : free literature – videos, books etc. Tel: 020 7730 3300.

Websites:-

www.kidscape.org.uk

www.childline.org.uk

www.ncb.org.uk/aba/

www.nspcc.org.uk

www.luckyduck.co.uk

www.hometown.aol.co.uk/ellelouiselang/bullying.html

www.teachernet.gov.uk/wholeschool/behaviour

www.dfes.gov.uk/bullying

[12]

Appendices

2 Choices Form

5a Bullying Behaviour Record

5b Two Phase Action Plan

