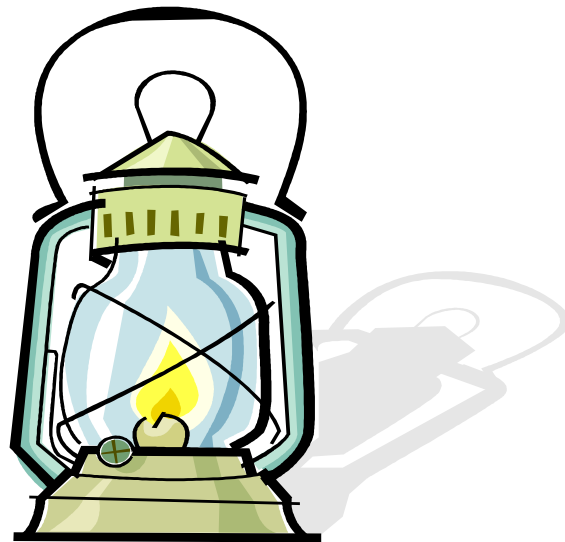




ANTI-BULLYING POLICY



Spring 2017



"Shine like a lantern in the presence of the Lord."

What is Bullying - The Definition

The definition of bullying according to the Safe to Learn, embedded anti-bullying work in schools DCSF (now DfE) 2007 is: “behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. The behaviour is based upon an imbalance or power.”

At St Bede’s Primary School and Nursery, we consider bullying to be when a person is intentionally made to feel unhappy repeatedly over a period of time when they are hurt, teased or left out of a group on purpose – victims are ‘targeted’. Bullying and aggressive behaviour are not acceptable.

Our aim is to create and provide a happy, secure and safe environment for all. Our staff are aware that bullying can and does take place in all schools.

There are many definitions of bullying but all have four things in common:

- it is deliberately hurtful targeted behaviour;
- it is repeated frequently over a period of time;
- it is difficult for those being bullied to stop the process;
- it makes the victim unhappy.

Other features of bullying are:

- it happens in most schools, varying only in extent and degree;
- it can be physical, verbal or indirect (i.e. damaging to the reputation of a person);
- its seriousness can only be measured by the degree of hurt felt by the person being bullied – the degree to which they are upset - name-calling or teasing may be more damaging than physical harm;
- sometimes it is led by one or more individuals who are intending to cause serious hurt - more often it is a feature of group behaviour. Sometimes people who are usually considerate will join in with uncharacteristic nastiness when they are part of a group;
- the victim may try to hide the hurt in order to reduce apparent vulnerability, leaving the bullies unaware of the degree of harm inflicted;
- it is not confined solely to relationships between young people;
- many victims do not report bullying and adults may be unaware of the unhappiness suffered;
- it is important to remember that a bully in one situation may be a victim in another.

Bullying always involves either one victim or a small number of victims who are aggressed (physically, psychologically, or verbally) on a **regular and frequent** basis.

Bullying of any nature will eventually, directly or indirectly, intrude into the life of school and the classroom itself e.g. the learning potential of any child may be severely inhibited by the fear of a bully.

PROCEEDURE

If bullying is alleged:

- The allegation will be logged on the 'Bullying Incident Log Sheet' by the teacher to whom the allegation has been made (kept in Bullying Incident Folder);
- If the investigating teacher decides there may be a case to answer, s/he will complete a 'Checklist for Bullying' form (kept in Bullying Incident Folder);
- 'Checklist for Bullying' forms will be shared with the head teacher;
- The head teacher decides on action: sanctions will always follow if intent is established beyond reasonable doubt. The head teacher will record the sanction. If intent is not clear, then the child will be asked to consider their actions and adjust their future behaviour.
- When an allegation is made it is shared with the parents of all children involved.

At all times children should be encouraged to speak out if they know of any bullying occurring in the school - it is how they show they care about one another.

Bullying can take many forms and can be difficult to identify. Dealing with issues relating to bullying is an ongoing challenge.

DFEE Circular 10/05, paragraph 35, stressed the importance of schools having a whole school policy and states that it is "vital that they should act promptly and firmly to combat it whenever and wherever it occurs".

Statement of Aims

- Promoting amongst staff and pupils, self-discipline and proper regard for authority.
- Encouraging good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying amongst pupils.
- Ensuring that the standard of behaviour is acceptable and in accordance with our schools mission statement.
- Regulating the conduct of pupils.

Types of Bullying

TYPE OF BULLYING	ASPECT
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimisation. It can also affect anyone who is perceived to be homosexual.
Racist	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated

	violence.
Sexual	Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact.
Cyber	The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else.
Other	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

Child Protection

We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. For a case of bullying to be considered under this policy, the likelihood of **significant harm** must be judged to be present.

Preventative Strategies

- School assemblies - Issues such as name calling would be addressed through Gospel stories
- Police programme - This programme covers social friendship and assertive skills
- Dramatised presentation - Upper school presentation by Drama Centre
- School rules/playground rules - Displayed in all classrooms
- Mission Statement - Displayed in all classrooms
- School handbook - Displayed in front entrance and given to all new parents
- INSET - Staff attend courses when appropriate and recorded in the staff INSET booklet
- Buddy system - Year 6 are buddies to Year 3. Year 2 are buddies to Reception.
- School Council, Class Council and Circle Time offer time to discuss and explore issues.
- Employing playground and wet play monitors who understand the needs of younger children and how to encourage quality play.
- Gender and disability equality issues are addressed across the curriculum to promote positive, respectful attitudes to all members of the school community.
- Year 6 prefects, which have been selected by governors and senior staff, to prevent and oversee any problems that may have occurred in the playground.
- Friendship stop – children who do not have anyone to play with can stand and find a friend.
- As members of staff, we will use our own adult behaviour as a model as to what we expect of our children
- We will build on our schools positive behaviour policy
- Actively promote our school ethos which encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment
- We will provide a safe and stimulating environment in which our children can learn and play

Strategies shared with children

- PSCM/Circle Time and through SEAL with a specific anti-bullying unit.
 - Religious Education - through the Come and See Programme
 - Involvement of the wider community of the school. Teaching Assistants, the caretaker and parents to be involved in formulating school policy and are aware of contents.
1. The school will keep detailed records of all incidents if bullying is suspected by staff, before, during and after intervention. If incidents are not decreasing, rethink intervention.
 2. The school will deal with both bully and victim separately where possible when dealing with an actual incident. Give most attention to the victim but ensure he doesn't provoke the bully to get attention.
 3. The school will give unqualified praise. If the bully suffers from lack of self-respect or self-worth or has a general resentment of others, PRAISE privately or publicly when s/he is engaged in appropriate or desirable behaviour.
 4. If observations reveal a pattern to bullying incidents, try to separate the children, preferably in a natural way. Anticipate incidents, distract the children and/or interrupt the flow of events. Bullying can become a habit; try to prevent it.
 5. Try to keep the children together in the same situation as possible. It is more difficult to change a bully's perception of his victim if they are kept apart. Spending time together may change the bully's perception of his victim with teacher's guidance. If there are few discrepancies in the checklist, put bully and victim near or together in groups or teams.
 6. Make sure, because of your intervention, the bully doesn't go "underground" or change tactics. Involve other classmates in countering such reactions by awarding special treats for periods of non-aggression, non-conflict, calm play.
 7. Parental co-operation, particularly in cases of the bully can be very valuable. Bullies were bullied themselves or display lack of sensitivity to others. Use them to delay the bully's start to school to allow the victim to arrive safely.
 8. Even after bullying has disappeared, keep a careful check to see it doesn't return.

A programme of intervention strategies may be tried as is suitable to the individual case.

- Peer group support
- Staggered arrivals and departures
- Status enhancement for both parties
- Programme of support for lower achiever (i.e. if academically poor)
- Victim's reaction to the bully is modified (e.g. advise to walk away and/or call for help)
- Other children are encouraged to report the incident if the victim is too frightened to do this
- Increased supervision at vulnerable times
- Removing victim or bully from some sessions as a "respite"
- Consultation with the bully's parents for combined strategies
- Advice to victim's parents to be positive that the situation will be resolved.
- Review the situation and adapt strategies as appropriate or revise the programme, if necessary. Record all progress.

Checklist for Bullying

Person making report:.....
(Class teacher to complete)

Date of Report:.....

Date(s) or incident(s):.....

DETAILS	VICTIM	BULLY (IES)
NAME		
CLASS & CLASS TEACHER		
ACADEMIC ATTAINMENT		
GENERALLY ACCEPTED OR REJECTED BY PEERS		
CLOSE FRIENDS		
PARENTAL ATTITUDES TOWARDS THE PROBLEM (concerned, co-operative or unsupportive.)		
ARE THERE REASONS GIVEN BY EACH CHILD FOR THE BEHAVIOUR?		
WHAT IS THE VICTIM'S RESPONSE TO THE BEHAVIOUR?	<ul style="list-style-type: none"> a) Screams and/or pleads noisily b) Cries or is upset but somewhat appropriately c) Remains relatively silent d) Reports it 	OTHER COMMENTS:
DOES THE BEHAVIOUR OCCUR:	<ul style="list-style-type: none"> e) Only within the school f) Only outside the school g) Both inside and outside the school 	OTHER COMMENTS:
IF EITHER d OR f DOES THE BEHAVIOUR OCCUR?	<ul style="list-style-type: none"> a) During the periods when staff supervision is minimal or difficult. 	
IF EITHER e OR f DOES THE	<ul style="list-style-type: none"> b) At any time, even when supervised. 	

DETAILS	VICTIM	BULLY (IES)
BEHAVIOUR OCCUR?	c) Only on the way to school. d) Only on the way home from school.	
WHAT OTHER FEATURES, IF ANY, DO YOU SEE AS BEING RELEVANT? DO YOU KNOW OF A REASON WHY THE ALLEGED BULLY HAS CHOSEN THIS PARTICULAR VICTIM?		

WAS BULLYING CONFIRMED? (SCHOOL TO BE SATISFIED OF INTENT)

YES/NO

SANCTION

Signed Head teacher Date

All parents to be informed of outcomes.