

Holy Ghost Catholic Primary School



ANTI-BULLYING POLICY 2021-2022

Policy details	
<i>Policy review</i>	Autumn 2021
<i>Next review date</i>	Autumn 2022
<i>Signature</i>	
<i>Date</i>	

“A child who is helped by another child is like a strong city”

Aims

At Holy Ghost Catholic School, we aim to provide a safe, welcoming and empathetic environment for all members of the school. This is dependent upon maintaining high standards of behaviour, care, and control so that all pupils have the right to enjoy learning, free from intimidation, both inside and outside the classroom and within the surrounding community. Bullying deprives people of the right to make progress and to achieve their potential. Specifically, it deprives pupils of the right to an education within a safe, secure and positive environment. Our community will not tolerate bullying of any kind. We say **NO** to bullying – Reject it – Report it – Remove it.

Definition of Bullying

Bullying is defined as the systematic abuse of power by one person or a group of people over another person or group, which is intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. Bullying can include a wide range of behaviours. These may be:

- Physically aggressive: hitting, kicking, pushing, taking or damaging belongings;
- Verbal: name calling, mocking of accents, nasty teasing or spreading of rumours; including racism, sexism or bullying related to disability.
- Emotional: deliberately leaving someone out or ignoring someone.
- “Virtual” bullying which can occur in or outside school.

Pupils may have occasional disagreements with each other. This type of behaviour is not bullying but will also be taken very seriously by the school.

Setting an Anti-Bullying Ethos

The school will endeavour to set positive role models in all relationships within the school. Pupils explore and celebrate “difference” in collective worship, and through other whole school events. The anti-bullying message is set in context of our positive behaviour management policy, with an ongoing emphasis on the “right ways to behave” which exemplify our Catholic values. All staff will regularly reiterate the message that bullying is unacceptable. Anti-bullying features in the programme for Religious Education, and in the Personal, Social and Health (PSHE) programme on a regular basis and is also addressed explicitly during Anti-Bullying Week in the Autumn term. Staff will refer to the unacceptable, negative impact of bullying during informal interactions with the pupils.

Identifying Bullying

Bullying is distinguished from other displays of aggression as it involves the domination of one person by another or by a group. It forms a pattern of behaviours rather than an isolated incident.

Taking Action over Bullying

All members of the school should be alert to the possibility of bullying and should report it, if they suspect it is happening. Pupils who identify that bullying is taking place should alert a teacher. The person who receives a report of suspected bullying from a pupil **must** take the report extremely seriously and be seen to be doing so. Once an allegation of bullying has been made a report needs to be completed by pupil and teacher within 12 hours, and submitted to the Headteacher. Important consideration of the motivations behind the bullying behaviours could lead to concerns for the safety of the perpetrator, resulting in a need for all involved to question the reasons for bullying and conflict.

Investigating and Monitoring

All allegations of bullying will be investigated thoroughly and sensitively, taking account of any SEND and/or the needs of vulnerable pupils. A careful log is made and recorded in CPOMs. If a teacher is unsure of how to deal with an incident of bullying s/he will seek advice from a member of the SLT. Pupils will always receive feedback if they have made allegations of bullying. If allegations are made about a teacher bullying his/her student, the Headteacher **must** be informed and will then decide on the most appropriate course of action. All parties involved in any incident, including parents, will be kept informed

at all stages in the investigation. The SLT will monitor to ensure the bullying has not resumed. Persistent or violent bullying will lead to tougher disciplinary measures including fixed term exclusion.

Desired Outcomes:

- Incidents of bullying will be pursued until the situation is resolved and all parties can return to the safe and caring environment that best supports effective teaching and learning.
- Parents can feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.
- Pupils are taught to understand the school's expectations and to be clear about the part they can play to prevent bullying, including when they find themselves in the role of bystander.
- The school regularly evaluates the approach to anti-bullying, to include acceptable use policies for computer usage.
- The school openly discusses differences between people which could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. This also includes children in different family situations such as looked after children. We also teach children that using any prejudice based language is unacceptable.
- The school invites children to report bullying, and works to promote an inclusive environment where the causes of bullying can be openly discussed, without fear of further bullying or discrimination.
- The school seeks to work closely with its partners - such as the Wandsworth PRU; educational psychologist; Place To Be; the police and children's services in order that specialist support is on hand to staff to help them understand the needs of pupils and families. The school makes reference to specialist organisations such as the Anti- Bullying Alliance (ABA) to develop good practice across the range of bullying issues.

Pupil Voice- 2021-2022

'At Holy Ghost Catholic Primary School, we stand strong against bullying. We always strive to make the correct choices that protect others for the greater good of the school. We strongly believe that no child should be exposed to bullying. We know that bullying has a significant impact on the rights of others. As a UNICEF Rights Respecting School, every child has the right to an education within a safe, caring and positive environment. As a community we know to REJECT IT - REPORT IT - REMOVE IT.'

Through activities during Anti-Bullying Week children take part in creating and sharing their ideas around bullying.

The vision

A school where children are happy feel safe. They form strong friendships and learn together, able to value difference. Both teachers and children are fair and no-one is excluded.

What works well for us?

Our Catholic values

Good relationships with class teachers and other adults

Rights Respecting ethos

Zero tolerance on bullying behaviours

Active School Council

Dependable buddies

Clear Rules and expectations

Active pupil leaders and Y6 pupil mentors

What do we need to develop?

Increased profile of Anti- Bullying across the year

What are our key phrases?

- unique
- bystander
- upstander
- friendship
- repetitive
- verbal
- psychological
- physical
- sheeple
- emotional
- direct
- indirect
- tell, tell, tell
- cyber bullying

Evaluation and Review

This policy will be reviewed annually and will reflect national advice and guidance.

Guidelines for Staff and Parents

Appendix A

Practical Guide for Staff Dealing with Reported Incidents of Bullying

It is important that action taken by staff is consistent across the school. The following are guidelines intended to provide a framework for action.

Immediate responses

Always take the report of bullying seriously.

- It is very important to react quickly but objectively. It is our behaviour management policy to listen and record details from pupils involved in incidents and this is also an appropriate strategy for bullying behaviour.

Take action as quickly as possible

- It is vital to investigate the incident properly. If the situation is dealt with purely by reassuring interviews for the victim or warnings for the bully, some crucial piece of evidence may be missed. Therefore all matters should be passed to the SLT.

Reassure the victim

- Pupils will need to be reassured that the bullying will not get worse as a result of it being reported. It is important that the victim is not made to feel unsafe about seeing a member of staff.

Offer self-protective strategies

- This will vary according to the situation, but reassurance is a key strategy. Coming to school with a parent or friend, avoiding areas outside of school where you may meet the bully, staying in sight of members of staff on duty or peers, leaving expensive items at home are all quick and easy strategies that can be offered.

Speak to the bully

- Make the pupil aware that the school has a strong policy on bullying and that it will not be tolerated. Encourage the bully to see the victim's point of view. (Sharp 1990). The most effective immediate responses to bullying are problem solving rather than being accusational. This enables the teacher to work with the pupils involved to resolve the situation immediately and identify longer term strategies to prevent re-occurrence. The Method of Share Concern developed by Swedish psychologist, Anatol Pikas is an example of a problem-solving approach. This approach acknowledges that there is a problem and does not waste time on trying to find out exactly what has happened. During a series of individual discussions with pupils involved in the situation, each agrees how they personally will help to resolve the situation. The teacher follows a specific script in the individual discussions. An example of the script follows.

The teacher and, the pupil meet in an empty classroom where there are no interruptions. They are sitting on chairs of equal height and in a way which suggest that they are having an informal chat. The teacher is relaxed and neutral.

Teacher: I hear you have been unkind to XXX. Tell me about it.
Student: (Long pause). It's not me!
Teacher: Nasty things have been happening to XXX. Tell me about it.
Student: (Long pause). Well, some people have been calling names just messing. I think a bag got damaged or something.
Teacher: It sounds like XXX has been having a bad time.
Student: I suppose so.
Teacher: OK. I was wondering what you could do to make things better for XXX.
Student: Me?
Teacher: Yes, you.
Student: (Long Pause). Well I suppose I could make sure I don't call XXX names.
Teacher: That would be excellent. Try not to call XXX names over the next week and we will meet on x at the same time to see how you got on.
Student: Is that all? OK
Teacher: Goodbye.

Student: Goodbye.

It is not important that the student has denied direct involvement in the bullying behaviour – the teacher may know that this is not true but does not challenge the student's account. The aim of the meeting is an acknowledgement that the student who is being bullied is 'having a bad time'. This acknowledgement is the point of common concern and enables the teacher to ask the student to take an active role in changing the situation. The following week the teacher discusses how successful or unsuccessful each student feels they have been in stopping the bullying. Success is praised and the pupils are asked to maintain or increase their efforts.

This is followed up by a group meeting which includes both those who have been bullying the student and the student who has been bullied. In this meeting long term strategies for stopping the bullying are agreed. The outcomes are not intended to improve the quality of friendship between the two parties but rather identify ways in which they will be able to tolerate each other in the days, months and years ahead.

Source: Sharp (NAPCE) Reducing School Bullying

Involve other staff

- An incident report should always follow any investigation. Copies must always go to Headteacher via CPOMs. Other colleagues may need to be informed if incidents have occurred or where there is a situation where staff should be extra vigilant.

Involving parents

- It is usually a good idea to contact home, in the case of all pupils concern. It is not a good policy to allow parents to keep their child at home 'until something is sorted out'. There is a need to involve both parties in any discussion if the situation is to be satisfactorily resolved. Families who do find out subsequently about bullying often become distressed and angry if they have not been kept informed.

Parents talking to teachers about bullying

- Try to stay calm, and bear in mind that the teacher may not know that your child has been bullied or may have heard a different version of what happened. Be as specific as possible about what happened and give dates, places and names of other children involved. Let the school know if there is an improvement as well as if problems continue. Arrange an appointment with your child's class teacher, the Deputy Headteacher or Headteacher if you need to discuss the matter. Remember 'We say **No** to bullying' – Reject it – Report it – Remove it.

Sanctions

- Sanctions may need to be applied if other methods have failed to resolve the situation eg specialist input, social skills work, discussing attitudes with parents. However such methods must always be clearly explained, the sanction being used, and the reason.

Final Reminders

We must all be aware of changes in the behaviour of our pupils, while not over reacting to situations. A victim might seem withdrawn, isolated and not working well. A bully might seem to have a larger than usual group around them, be talking behind someone's back, be shouting insults in the corridor or have undue power over a group. Share any concerns you have with other staff, so that they are aware that there might be a problem.

It must never be assumed that the bully is a bad person. Bullying behaviour can be changed and how to do this can be explored. It is not necessary to keep the issue a secret, as we do not want to miss potential problems. Bullying incidents should not be kept secret from parents. However if parents are contacted it is important that the facts are clear and the way forward can be agreed.

Appendix B

Guidance for Children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- a) Remember that your silence is the bully's greatest weapon.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- g) Fighting back may make things worse.
- h) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

Appendix C

Guidance for Parents

Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- c) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- d) If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.
- e) It is important that you advise your child not to fight back. It can make matters worse!
- f) Tell your child that it is not their fault that they are being bullied.
- g) Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- h) If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.