



Ss Alban & Stephen Catholic Schools' Federation

Anti-Bullying Policy

Reviewed	February 2020
Date for review	February 2022

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Rationale

Our Mission Statement states we are “Building God’s Community of love and learning” and our policy has been written in this context.

It is an entitlement of all children that they receive their education in an atmosphere that is caring and protective, safe and secure, and where they are happy and relaxed enough to take advantage of all the educational opportunities being offered.

An anti-bullying policy helps to create a positive and caring ethos where individuals are respected and feel secure in a way that enhances their social and academic development.

Aims

1. To provide a safe and happy environment for all pupils.
2. To raise awareness about the incidence of bullying behaviour and make it explicit that bullying will not be tolerated.
3. To increase understanding for bullied pupils and create an anti-bullying ethos in the school.
4. To help children to challenge bullying behaviour appropriately.

Objectives

1. The children will know that bullying behaviour is not tolerated and be clear about sanctions for bullying behaviour.
2. The children will have a knowledge and understanding of the effects of bullying behaviour.
3. The children will gain an understanding of the rights to say “no” to bullying and develop appropriate strategies to be assertive.
4. The children will be encouraged to report bullying behaviour.

What is Bullying?

Bullying is deliberate, hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the main types of bullying are:

- Physical – hitting, kicking, taking or damaging belongings
- Verbal – name calling, insulting, making offensive remarks or making racist remarks (see Racial Equality Policy).
- Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

- Misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email (see Online safety policy)

Isolated instances of unintentional, hurtful behaviour such as meanness and harassment do not constitute bullying behaviour, but are always taken seriously.

We consider bullying to be behaviour that has three elements:

- Intent** to hurt
- Effect** of the person being bullied
- Repetition** of behaviour.

Guidelines

The following principles will be followed in dealing with incidents:

1. Be available – staff will provide immediate support and be ready to listen.
2. Investigate – Every incident will be investigated as soon as possible.
3. Record – Every incident will be recorded in a way that reinforces the school's anti-bullying policy.
4. Respond – A pre-agreed consistent procedure for responding will be implemented.
5. Review – Each incident will be followed up at a pre-arranged time with all those involved, if necessary, individually.

Procedure

- All adults who come into contact with the child to be made aware.
- Every incident to be recorded on CPOMS.
- All involved children to be interviewed separately and together where appropriate.
- Parents informed as soon as bullying has been identified.
- Behaviour targets set – situation monitored and review date arranged.
- Strategies put into place to support both victim and bully.

This approach will be monitored and evaluated.

If a long term need is identified, for either the bully(ies) or the pupil(s) who have been bullied, beyond this immediate response, then further procedures will be implemented involving:

- Working with the parents and other agencies
- Other members of staff.

Effective Proactive Practice in the School

- There are two components in effective anti-bullying practice: prevention and reaction. There is less bullying in schools where it is regularly discussed and consistently condemned. All members of the school community understand what is meant by “bullying” and are alert to the signs that bullying might be taking place and are encouraged to report any incidents or concerns.

- Staff are aware of the procedures and principles outlined in this policy and will act, and be seen to act, firmly against bullying whenever it occurs.
- Each class formulates their own class rules and every child signs the rules, which are displayed in the classrooms.
- Active listening – staff listen attentively to pupils’ complaints or concerns and address them to prevent problems escalating.
- The subject of bullying is discussed in school, either as a class within the PHSE lessons, or else as a topic for a whole school assembly
- Year 6 pupils are given the opportunity to train as Peer Mediators (“Squabble Squashers”) to help younger students sort out disputes and minor arguments in the playground.
- Year 6 pupils also volunteer as Playground Monitors to facilitate play and, as such, help the LSAs to ensure against bullying.
- See Appendix I: Anti-Bullying Pyramid of Preventing and Responding to Bullying Policy and Practice; Guidance for Hertfordshire Schools.

Curriculum Opportunities

The school offers a range of opportunities in PSHE, Citizenship, Literacy, Religious Education, circle time, assemblies and elsewhere. This will help pupils to develop knowledge and skills in relation to:

- Understanding the nature of bullying and its links to discrimination and prejudice.
- Strategies for responding to bullying directed at themselves and others.
- Choosing not to be involved in bullying behaviours
- The promotion of emotional health and wellbeing, resilience and self-esteem.
- The development of empathy and relationship skills.

Guidance for Adults in School

- All incidents of bullying must be reported to the headteacher.
- All adults should watch for early signs of distress, such as deterioration of work, isolation and a desire to remain with adults.
- Playground Supervisors should be aware of pupils who seem isolated, bearing in mind that some pupils are quite happy to be by themselves.
- Sometimes what looks like fighting or bullying can simply be rough-and-tumble play or play-fighting. Children in play-fights are often smiling or laughing, they “make” blows that do not connect and they take turns chasing. It is necessary to differentiate between these situations and real instances of physical bullying when children look unhappy or angry and try to move away from the aggressor. There is no turn taking and the aggressor maintains the dominant role throughout the interaction. These situations need to be reported.

It is the responsibility of adults to sort out cases of bullying and intimidation, not the children's. Adults should not tell children not to tell tales.

Talking to someone who has been bullied:

- Begin with general conversation and be prepared for the pupil to express guilt. Shame, anger, fear and other emotions and encourage them to explore their feelings
- Talk slowly and don't insist on information. Demonstrate concern that the pupil has had some difficulties and express belief that you can help.
- Be aware of any hints, red herrings.
- Give assurance that it is an important matter.
- Try and find out information in ways other than direct questioning.
- Show your trust, remain empathic and confirm that your support will continue.
- Help the pupil to formulate his or her own views.
- Help the pupil to plan a response that is positive and realistic and bring each meeting to an end optimistically and thank the pupil for co-operating.

False excuses will not be accepted:

- If the bullying was an accident, did the child act by helping the victim or getting help or giving sympathy?
- If it was a laugh, was everyone laughing?
- If it was a game, was everyone enjoying it?

When speaking to a bullied pupil, it is important to be supportive.

When speaking to a pupil who is bullying it is important not to be confrontational. The premise is that there is a problem and the bullied pupil is unhappy. The aim is for the bully to agree to improve the situation in some way.

It is important to follow up the situation a week or so later to ensure that co-operative behaviour is now taking place.

January 2020 Signature of Chair of Governors:

To be reviewed January 2021

Guidance for Parents

We spend an enormous amount of time in school sorting out children's problems.

We allow "time out" for children to calm down, to avoid incidents and to encourage them to talk about and share problems.

If you think your child is being bullied, contact the school at once. Possible signs are:

- Frightened or unwilling to come to school
- Begging to be driven to school
- Becoming withdrawn
- Starting to stammer
- Crying themselves to sleep
- Beginning to do poorly in school work
- Displaying personality changes
- Frequently complaining of being unwell
- Having unexplained bruised and injuries
- Having possessions destroyed or having lost them with no convincing explanation
- Showing reluctance to go onto the playground
- Refusing to say what's wrong

Supporting Victims of Bullying

- Please do not encourage your child to hit back. It only makes the situation worse.
- Take an active part in your child's social life. Discuss friendships, playtime, etc.
- If your child has been bullied talk calmly with your child about his/her experience.
- Make a note of what your child says, particularly who was involved, how often the bullying has occurred where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- For further guidance see "Preventing Bullying – A Parent's Guide" (p7-9) by Kidscape (www.kidscape.org.uk).

Why are children reluctant to tell?

- Fear that the bullying will get worse.
- Feelings of shame and humiliation.
- Think they will be seen as a loser/victim.
- Think it will prove the bully right.
- Know they cannot prove the bullying (their word against others).
- Think others won't help because they are not popular.
- Scared their parents will become involved.

Why are witnesses reluctant to tell?

- Think the children who bully may pick on them.

- Are scared of looking uncool.
- Want to be included by the children who bully.
- Know there is an expectation that you don't tell or grass on people.
- May not recognise it as bullying.
- May not realise the true impact of the bullying.
- May not think there is anything adults can do.

Helping the Bullying Child

- Reassure your child that you still love them – it's their behaviour you don't like but you'll work with them to help change this.
- If your child is involved in bullying, talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Explain to your child that he/she can join in with other children without bullying.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.
- For further guidance see "Preventing Bullying – A Parent's Guide" (p3-4) by Kidscape (www.kidscape.org.uk).

Why do people Bully?

Because they get a pay off:

- Feel powerful
- Gain admiration, raise status or sense of belonging
- Feel there is someone "less" than themselves
- Get their own back for something
- Communicate/maintain their power/dominance
- Bigotry and dislike for particular groups
- Expel anger

Further help for parents:

www.antibullying.org.uk

www.beatbullying.org.uk

www.bullying.co.uk

www.kidscape.org.uk

www.nspcc.org.uk *Nurturing every child to grow and flourish in Christ*

What can I do about bullying?

Guidelines for Children

Inform an adult immediately if you are bullied or if you witness any form of bullying. There is always someone in school that you can talk to in confidence, your teacher, the headteacher or the SENCO or any other teachers or teaching assistants.

If you do nothing about bullying you are giving support to the bully.

Make friends with people who do not bully others.

If you are bullied:

- Be firm and clear, look the person in the eye and tell them to stop.
- Get away from the situation as quickly as possible. Tell an adult what has happened.
- If you are scared to tell a teacher or other adult ask a friend to go with you.
- Don't blame yourself for what has happened. When you tell an adult you need to be clear about what has happened to you, who was involved, who was what happened and where it happened.

If you see someone being bullied:

- Remember that bullying is not tolerated – everyone has a right to feel safe and happy in school.
- Don't stand by and watch, tell an adult – they will listen to you and take you seriously.
- If you are scared to tell an adult ask a friend to go with you
- When you tell an adult, you are helping to stop bullying – not telling tales.