



St Bernadette's Roman Catholic Primary School

Live the Gospel and when necessary use words

Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.

POLICY

Anti-Bullying and safe to learn

Updated January 2016 by Senior Leadership Team and Governing body

Updated: January 2016

Ratified by Governors: February 2016

Review date: February 2018

RATIONALE

The children of St. Bernadette's Roman Catholic Primary School are encouraged to live and work as a Christian Community in accordance with the Vision and Mission Statement of our school. 'Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.' By achieving our Mission, we hope that our community will 'Live the Gospel using words when necessary.'

At St. Bernadette's we believe that every child has the right to learn free from the fear of bullying. By identifying and implementing measures to promote good behaviour, respect for others and self-discipline amongst pupils, we are very proactive in responding to incidents as they occur.

The policy was written using DfE guidance: 'Safe to Learn: Embedding anti-bullying work in schools'. This policy was created by the Senior Leadership team and ratified by the Governing Body. The policy is available on the school website.

AIMS AND EXPECTATIONS

Our aims are to prevent bullying and to make sure that if it does happen it is dealt with appropriately. Through our curriculum and our daily work we aim to:

- Raise the profile of bullying,
- Use strategies (such as SEAL) that will help to prevent bullying,
- Respond to bullying incidents swiftly and appropriately,
- Acknowledge that both the victim and perpetrators of bullying need support,
- Recognise that all members of our school community have a responsibility for challenging bullying – children and young people, staff, governors, parents/carers – and to explain how we can meet our responsibilities,
- Record all bullying incidents and regularly report their incidence to the Governing Body and LA.

DEFINITIONS

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales (in the Governmental Guidance on Working Together to Safeguard Children) as,

“...deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves”.

Bullying can take many forms, but the four main types cause stress and have an emotional impact.

- Physical (examples include, hitting, kicking, theft ...),

- Verbal (e.g. racist, homophobic, biphobic and transphobic remarks and name calling ...),
- Indirect (e.g. spreading rumours ...),
- Cyber bullying (messages via social media sites and texts).

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through social media.

ROLES AND RESPONSIBILITIES:

This policy applies to all members of our school community. We will ensure our responsibilities are met by ensuring that:

- Procedures are used to prevent and respond to bullying incidents,
- The Headteacher, Deputy Headteacher and Assistant Headteacher oversee the management of any bullying incidents and monitor the needs of both victim and perpetrator over time,
- Procedures are reviewed annually and evaluated and these reviews involve staff, children/young people and parents/carers,
- We record and report bullying incidents to the Governing Body and the Local Authority,
- We provide anti-bullying training for all staff (teaching and non-teaching),
- We ensure our curriculum is responsive to the needs of our children in order to keep the detrimental impact of bullying as high profile.

ACTIONS

- Our Vision and Mission Statement uphold Christian principles of respect for all,
- Our unique 'Values' curriculum, liturgies and pastoral care are used to help the children to understand the importance of respect for all and ways of keeping safe,
- We regularly give anti-bullying messages including details for children about who to turn to – in school; local community and National help lines,
- Children complete a questionnaire annually highlighting their thoughts on bullying,
- The curriculum covers all aspects of bullying, particularly in PSHE through Social and Emotional Aspects of Learning (SEAL) and in e-safety lessons,
- Whenever possible we are involved in education initiatives that can help challenge bullying
- Where necessary, we can provide access to appropriate advice and support for both victims and perpetrators,
- Where appropriate, we can work with other agencies,
- All incidents of bullying are fully investigated by senior staff and recorded on CPOMS.

CHILDREN AND YOUNG PEOPLE

Our anti-bullying policy is effectively enforced in a supportive climate where everyone has an understanding of bullying and expectations. In this regard everyone (both adults and children) is expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns and promoting anti-bullying messages and positive Citizenship.

We expect all children to act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself. We expect all members of our school community to adhere to and promote the aims and objectives of our anti-bullying policy. We expect all members of our school community to refrain from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

PARENTS AND CARERS

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways; by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

We expect parents and carers to:

- Understand the difference between children ‘falling out with each other’ and ‘bullying’. Bullying as defined above is “...deliberately hurtful behaviour, by one person or more, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves,”
- Stress to their children the importance of appropriate sociable behaviour and not acting in any way that would make the situation worse or could be seen as bullying or threatening against another child,
- Report any misgivings they have concerning either victims or perpetrators of bullying, sharing concerns as soon as possible,
- Actively endorse and support the Anti-Bullying Policy, by acting responsibly and calmly.
- Resist putting any views about the school or bullying on social media sites but instead speak to teachers and senior staff about the situation,
- Support any sanctions given, in line with the school’s behaviour policy and make clear their disapproval of this behaviour,
- Not automatically dismiss the suggestion that their own child could be involved in bullying another child and work positively with school to change behaviour.

EVALUATION PROCEDURES

In order to assess the effectiveness of an anti-bullying policy, evaluation procedures are in place.

- The HT/DHT and/or AHT receive any reports on bullying and analyse these reports.
- We use the following standards as a means of measuring performance:
 - Variation in number of reported incidents over a specific period with record of any increase since first instance,
 - Individual incident returns, including nil returns within specified periods for different age groups,
 - Monitoring the number of pupils’ days lost which are suspected to, or alleged to, arise as a consequence of bullying,
 - Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour,

- We aim to introduce an anti-bullying pupil questionnaire to be completed by ks1 and ks2 pupils individually during anti bullying week.

EVALUATION

The policy is updated annually in consultation with all stakeholders. For example through school council, school website, newsletter, assemblies and staff meetings.

PROCEDURES FOR REPORTING BULLYING (Report, react, reassure, review)

1. **Report** bullying incidents to staff. In the first instance, parents / carers should report their concerns to the class teacher. The teacher will record all concerns and investigate your concerns thoroughly. All involved will be interviewed within a 5 working day period and a brief report will be produced detailing all responses and follow up action.
2. **React:** Appropriate interventions / sanctions will be implemented where applicable. In serious cases parents will be informed of school concerns and will be asked to come in to a meeting to discuss the incident.
3. **Reassure:** Where it is considered that bullying has taken place, staff will share their reports with the HT/DHT and / or AHT.
 - Staff will monitor the situation daily
 - Any actions which school feel appropriate (and in accordance with the schools behaviour policy) will be implemented
 - An attempt will be made to help the bully (bullies) change their behaviour
4. **Review:** Monitoring of all involved will occur and any further action taken.

The class teacher will contact the parent / carer who shared the initial concern and share all findings in their report and all further actions to be taken.

COMPLAINTS PROCEDURE

We strive to be a school where you trust us to support your child, especially in difficult situations. However, we appreciate that in order for us to do this, it may take further action. If you are not happy with the outcome of the initial investigation and / or outcomes, you should make an appointment to meet or discuss their concerns with the Key Stage leader:

Early Years Foundation Stage (Nursery and Reception) contact Mrs McGuigan

Key Stage 1 (Y1 and 2 pupils) contact Mrs Walker

Lower Key Stage 2 (Y3 and 4 pupils) contact Miss Dempsey

Upper Key Stage 2 (Y5 and 6 pupils) contact Mrs Hall

The Key Stage leader will continue the investigation and contact you, within 5 working days, to discuss their findings. If you have spoken to the Key Stage Leader and are still not happy with the outcome, please contact Mrs Milner, Deputy Headteacher or Miss Dempsey, Assistant Headteacher.

If you feel you have spoken to all members of senior staff are still not satisfied with the outcome then please contact Mrs Fallon, Headteacher.

Parents can also refer to the complaints policy via the school office or school website.

For further information:

Childline 08001111 www.childline.org

Parentline plus www.parentlineplus.org

Anti-bullying network www.antibullying.net

Kidscape www.kidscape.org.uk

NSPCC www.nspcc.org.uk