

St Philip's Catholic Primary School

Anti-bullying Policy



Autumn 2022

Responsibility for implementation:

Joanna Sanchez

Date of next Review:

Summer 2024

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils 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 the staff.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- 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 and parents and staff should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, staff and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What Is Bullying?

The Anti-Bullying Alliance (ABA) defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

At St Philip’s we use acronym S.T.O.P (Several Times On Purpose). This links with the same acronym to use for the action children should take i.e. Start Telling Other People.

There are many definitions of bullying but at St Philip’s we consider it to be:

- Deliberately hurtful (including emotional, physical and verbal aggression)
- Repeated over a period of time – the school council promote STOP (Several Times On Purpose) as a clear and memorable message for children of all ages.
- Difficult for victims to defend themselves against

Bullying can be:

- Emotional 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, related to religion
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic/Biphobic/Transphobic because of, or focussing on the issue of sexuality or gender identity
- Verbal name-calling, sarcasm, spreading rumours, teasing
- 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

- Personal Related to home circumstances, disabilities, special educational needs, gender or appearance

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.

Adults affect bullying in three ways:

- We permit it by our lack of concern for victims and by not tackling incidents.
- We promote it by our attitudes and by allowing bullies to get away with it.
- We prevent it by taking action and by challenging bullying whenever it takes place.

Bullying is permitted by teachers when;

- Victims are ignored or blamed.
- We do not listen to what children tell us.
- Victims who tell are told to sort it out themselves.
- Victims are too scared to tell.
- We encourage retaliation.
- There are no effective policies or procedures for dealing with bullying.
- Bullies know nothing will happen and gain power.

Bullying is promoted by teachers when:

- We are dismissive of what children tell us
- We are aggressive and sarcastic role models
- We humiliate children in front of their peers
- We pick on individuals or roll our eyes when they approach us
- We are impatient with the lower attaining or children who present with difficult and dangerous behaviour
- We are unapproachable and insensitive
- We do not set limits or consequences to bad behaviour
- Classroom management is poor.

Bullying is prevented by teachers when:

- We listen to children and encourage them to tell about bullying
- We are fair
- Differences between individuals are celebrated
- We raise children's self-esteem
- We are assertive, not aggressive role models
- Anti-bullying policies and procedures are devised and implemented.
- We act immediately to stop and condemn bullying, fighting or cruelty
- We keep records of incidents
- We do not blame victims for being bullied
- We encourage and reward good behaviour

Signs and Symptoms

A child or adult 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 person:

- 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
- 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

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

Procedures

1. Report bullying incidents to staff

- Pupils / parents should tell their class teacher in the first instance
- This can be escalated to SLT if the bullying continues
- Further escalation to the senior leadership team for serious incidents and consequences considered from the behaviour policy.
- Staff members should report incidents of bullying to themselves, directly to their line manager
- Pupils should be encouraged to 'tell' and not be an accomplice or bystander (STOP)

2. In cases of serious bullying, the incidents will be recorded by staff

- Serious cases will be recorded in incident folders and will be shared with parents

- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- Sensitivity should be employed in cases involving a vulnerable or SEN pupil the INCo should be informed

4. If necessary and appropriate, police will be consulted

5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

6. An attempt will be made to help the bully (bullies) change their behaviour

- Referral for nurture intervention
- Referral for ELSA/Thrive
- Set up role model as buddy
- Work together with parents
- Set up key adult
- Use of assertive mentoring
- Boxall profile

7. An analysis of the recorded information will be used by SLT to observe any patterns and repeated or similar incidents

- Use to plan assemblies
- Use to enhance the PHSE curriculum
- Use for staff training

8. Incidents of staff being bullied will involve the chair of governors and senior leaders.

Actions

1. Staff training should take place annually

2. Annual review of policy

3. Regular assemblies and PHSE lessons will include anti-bullying, as well promoting and celebrating differences

4. Staff to observe corridors and stairways regularly

7. Lunchtimes to provide smaller options for children who need more support

8. Role play situations, including how bystanders are part of bullying

Outcomes

1) Protective and learning consequences may both take place. See behaviour policy

2) In serious cases, suspension or even exclusion will be considered

3) If possible, the pupils will be reconciled using Restorative Justice

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

Prevention

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

- Delivery of PSHE curriculum
- Writing a class charter
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Having discussions about bullying and why it matters
- Staff training should take place annually
- Annual review of policy
- Regular assemblies and PHSE lessons will include anti-bullying, as well promoting and celebrating differences
- Train staff to observe corridors and stairways regularly
- Role play situations, including how bystanders are part of bullying
- Child friendly behaviour policy.
- Pupil voice boxes in the classroom.

A Common Language

We will also prevent bullying from happening by using a common language when challenging behaviour. See game, joke, and accident example below.

Teachers are often told by way of excuse, 'It was a game', or 'It was a joke', or 'It was an accident'.

Ask these questions to clarify what you are told:

'It was a game'.

Did everyone join in? Was anybody left out? Did they want to be left out? If it really was a game, then everyone should have been happy to play and those not playing would have chosen not to join in.

'It was a joke'.

Was everyone laughing? Did everyone find it funny? If it really was a joke, as alleged, then everyone should be amused.

'It was an accident'

Has someone gone to fetch help? Has anyone apologised? Is anyone comforting the person who has been hurt? This is what happens after a real accident. If it's not happening, then whatever happened was not 'an accident'.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.