

Holy Spirit Catholic Primary School



Anti-Bullying Policy

This policy was approved by	
Name	
Position	Governors
Date	Sept 21
Review Date	Sept 22

Mission Statement

Our school is a place where we respect the views and value the opinions of everyone.

We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children. We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

“Jesus holds my hand and guides me on my way”

Anti- Bullying Policy

1 Introduction

- 1.1 It is a government requirement that all schools have an Anti-Bullying Policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.
- 1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical, cyber, verbal) or indirect (e.g. being ignored or not spoken to).

2 Aims and Objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The Role of Governors

- 3.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

4 The Role of the Headteacher

- 4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The

Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

- 4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.
- 4.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The Role of the Teacher and all Members of the School Community Including Supply Teachers and Students

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 The following steps will be taken when dealing with incidents:
 - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
 - A clear account of the incident will be recorded and given to the Headteacher as well as recorded on CPOMS safeguarding system
 - Class teachers will be kept informed
 - Parents will be kept informed
 - Measures will be used as appropriate and in consultation with all parties concerned
- 5.3 Discipline beyond the school gate – The school has the power to exercise discipline beyond the school gates, so as to:
 - Maintain good order on transport, educational visits, work experience
 - Secure behaviour which does not threaten the health and safety of pupils, staff, the general public
 - Provide reassurance to the public about school care and control over pupils and thus protect the reputation of the school (see Educational Visits Policy)
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender through the process of restorative justice. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Headteacher and the Inclusion coordinator. We then invite the child's parents into the school to discuss the

situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services.

- 5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The Role of Parents

- 6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- 6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The Role of Pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Children being bullied online can be signposted to access help from the charity, bullying UK. Bullying UK advises children who have been victims of cyber bullying to let somebody know. If the abuse is via email, it advises children not to delete or reply to the message but to ask their parents to forward the whole email to the sender's internet service provider (ISP).

If someone sets up a nasty web page or posts comments on a message board, Bullying UK encourages the victim to get in touch, and the charity will contact the website host and try to get it closed down. Bullying UK's anti-bullying website attracts more than 500,000 visitors a year. To download the reader visit <http://reader.kaywa.com>

The charity has won several awards since it was set up in 1999 under the name Bullying Online. They include the Daily Mirror Pride of Britain Award 2005, the BT eWell-Being Award 2003 and the Big Issue Big Difference Award 2004.

Bullying UK gives practical information and advice to young people and their parents through the website and by email and also works with schools, youth organisations, police forces and health trusts, running workshops and speaking at conferences. For more information visit www.bullying.co.uk

- 7.3 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

- 7.4 Our School Council is developing its own anti-bullying code.
- 7.5 Pupils who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
 - Reassuring the pupil
 - Offering continuous support through the school pastoral team
 - Restoring self-esteem and confidence
- 7.6 Pupils who have bullied will be helped by:
- Discussing what happened
 - Discovering why the pupil became involved
 - Establishing the wrong doing and need to change
 - Informing parents/carers to help change the attitude of the pupil
- 7.7 The following disciplinary steps can be taken:
- Official warnings to cease offending
 - Detention at playtime
 - Exclusion from certain areas of school premises
 - Minor fixed-term exclusion
 - Major fixed-term exclusion
 - Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, SEAL, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

8 Vulnerable Pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the affect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school as well, for instance either on their way to or from school or through cyberbullying.

Vulnerable children may include children who have special educational needs or disabilities, those that are adopted or in care, those who are suffering from health problems including mental health or those with caring responsibilities, pupils going through personal or family crisis or those with low self-esteem.

In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bully this group faces and that their mechanisms for reporting are accessible to all.

These young people may need extra support to deal with the impact of bullying, this extra support will be given on an individual basis, based upon the needs of the child. This support could include – counselling, referral to other agencies, Early Help, one to one coaching, nurture group, support at lunchtimes and playtimes from the learning mentor.

9 Monitoring and Review

- 9.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors on request about the effectiveness of the policy.
- 9.2 The Anti-Bullying Policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 9.3 This policy will be reviewed annually during National Anti-Bullying week.