

St. Gregory's Catholic Primary School

Anti-bullying Policy



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Policy approved by the Governing Body of
St. Gregory's Catholic Primary School on: July 2017



Anti-bullying Policy

Introduction

In **St. Gregory's School Community** we value diversity and difference. This policy is embraced by the whole school community: pupils, employees, parents, governors and all others that use the establishment. The context of this anti-bullying policy is about respect for others and self and is underpinned by our equal opportunities policy and gospel values. It is also to be considered alongside the policy for promoting race equality, good race relations and it helps us to form community cohesion within the school family. We take all reported incidents of bullying seriously and aim to fully investigate each incident to the best of our ability.

Rationale

St. Gregory's School Community regards bullying behaviour to be unacceptable and it will **NOT** be tolerated. We understand it in the following ways:-

- Bullying is not always easy to define. At St. Gregory's we refer to bullying as an incident that occurs **Several Times On Purpose or STOP!**
- Bullying is an act by a person or group which deliberately hurts, threatens or frightens another person sometimes repeated over a period of time.
- Bullying is always about power and it can take a variety of forms.
- It thrives on secrecy;
- It is usually deliberate;
- It is often observed by silent witnesses ("passive bullies" who as part of a group do things that they would never consider doing as an individual)
- 'Kidscape' (see 'Useful Information' Page 6) suggests a range of behaviours that constitutes bullying.

Physical : pushing, kicking, hitting, punching, any form of violence, threats

Verbal : name calling, sarcasm, spreading rumours, persistent teasing.

Emotional : tormenting, threatening, ridicule, humiliation, exclusion from groups/activities

Racist : racial taunts, graffiti, gestures, comments. (see Race Equality policy)

Sexual : Unwanted physical contact, abusive comments, gestures or acts, graffiti

- **It may include:-**

Staring Smirking Accusing others Hair pulling Gangs

Bag stealing Belittling Intimidation Theft Shoving

Nicknames Blaming the victim Making others do the Work Not letting others join in

Clothes ripping Extortion of money/possessions Spitting

Receiving abusive text messages/emails/phone calls

Posting unpleasant information/use of social networking sites to upset others

Withdrawal of friendship

We recognise this list is not exhaustive and people may be bullied because of the group to which they belong, because of them being perceived to be different.



St. Gregory's Catholic Primary School



Anti-bullying Policy

Aims

'St. Gregory's Catholic Primary School, where God's Holy People, learn and grow in the service of God

(St. Gregory's Mission Statement)

Objectives

- For the child the school community will work in partnership with parents/carers to promote 'community cohesion'.
- To recognise that we all share responsibility for developing a caring and supportive ethos in a safe environment.
- To empower members of our community by teaching strategies for dealing with bullying behaviour.
- To support all parties involved in any situation.
- To ensure that everybody has a clear understanding of the consequences of their actions.
- To encourage ongoing awareness of issues around bullying behaviour.
- To encourage the awareness of the effects of one's behaviour on another.
- To develop a sense of justice in all members of the community.
- To ensure set procedures are followed with regard to the anti-bullying policy e.g. recording of racist incidents. All racist incidences are bound to be submitted to the Local Authority via the termly reports that come via email. The Principal has the responsibility to ensure all racist incidences are thoroughly investigated, shared with parents and reported to the Local Authority as and when appropriate.



Anti-bullying Policy

Procedures for dealing with incidents

Name calling, verbal or physical abuse, jokes, insults, ridicule, social exclusion or extortion.

Every observed or reported incident requires action.

Listed below are a number of steps, however they may not be delivered in this order depending on the nature of the incident.

First Step

- Member of staff acts immediately to stop/prevent any incident of bullying/harassment or discrimination – ignoring what happens is colluding. Investigate all incidents thoroughly.
- Comfort/support the 'victim' and 'perpetrator' together or separately.
- Obtain witness information.
- Challenge and reprimand the 'perpetrator(s)' aiming not to undermine their self-worth and confidence.
- Ensure that any audience is aware that the act is wrong and has been dealt with.
- Record the incident in the log book and report the action that has been taken to the appropriate member of staff. Take a written statement as appropriate from all involved children and adults.
- Ensure that any audience is aware that if they have done nothing to prevent the bullying then they too are culpable.
- Obtain an apology.
- Ensure action is taken to prevent further incidents.



Anti-bullying Policy

Second Step

- Discuss the incident with parents/guardian of the victim/perpetrator (if appropriate). Bearing in mind the language used i.e. "... has been accused of bullying" NOT "has bullied". Any accusation must be based on evidence and further investigation of the incident may be needed.
- Inform staff about the incident especially the class teacher, where a pupil is involved.
- Inform appropriate staff where a member of staff is involved.
- If an incident is 'indirect' i.e. refusal to cooperate with, or avoidance of another pupil or member of staff because of their sex, ethnicity etc., restructure the groups carefully, and discuss the issues that arise from this as part of the Personal, Social & Health Education (PSHE) curriculum.
- Follow up the incident with other pupils, discussing principles rather than specific incidents. Ensure all pupils know that procedure and policy exist to protect them.
- Provide subsequent mentor support for both victim and perpetrator. E.g. refer to Learning Mentor for individual/group work

All incidents should be followed up with the relevant staff and the issues debated with all pupils.

Prompt feedback to 'victims' of incidents on how incidents have been dealt with is essential.

Third Step

- Work with the 'victims' to restore their self-confidence. The support may vary from pupil to pupil.
- Work with the 'perpetrator(s)' to investigate possible reasons behind the bullying behaviour and ensure that the offence is not repeated.
- Work with the 'perpetrator/s' to identify a key person, whom a bully identifies with, to help to eliminate fears and insecurities.
- Assure parents and pupil that the school will keep in touch with them and inform them of what action has been taken to protect the 'victim'.

Fourth Step

- If, after extensive work carried out by the school, the 'perpetrator' continues to bully or harass then exclusion may be necessary.



St. Gregory's Catholic Primary School



Anti-bullying Policy

Responsibilities

Legal Responsibilities

- The Governing Body as the employer has the responsibility to ensure the provision of a safe work place.
- The Principal is required to ensure the enactment of that responsibility within the school.
- The Principal has a duty to do all that is reasonably practicable to ensure the health, safety and welfare of employees. Bullying can damage the mental health of an individual.
- The Governing Body has a legal duty to take measures to prevent all forms of bullying among the pupils.

School Community Responsibilities

- The Principal will be the “lead” person and coordinate the process, although specific follow up/investigation may be delegated to members of the SLT or The Learning Mentor. Wherever possible, the Principal and teaching staff will promote anti-bullying strategies in a positive way through assemblies and invited speakers. A pro-active approach to be taken where possible e.g. Anti Bullying Week
- Training should be available through the year as and when appropriate.
- All staff should use their professional judgement to determine when to pass on their concerns about a bullying incident to a member of the management team.
- All children are encouraged to “tell” someone who can make a difference to bullying incidents.
- All parents, employees and users of our school should actively promote positive acceptable behaviour in school activities, within school and those taking place off site.
- Playground supervision by both teaching staff and lunchtime supervisors should be carefully carried out and children's behaviour monitored effectively.

Relationship and Curriculum

- Children should be “listened to” and supported in a practical way as we believe in the spirit of “Every Child Matters”, children should be safe. We also support ‘Have your say boards’ and worry boxes.
- Children should be given opportunities to talk about bullying in general.
- Questionnaire given to pupils annually to ascertain views and gather statistics on bullying

- Regular 'circle time' sessions should be held – as part of our PSHE or SEAL work. .
- Outside agents visits to support creating a supportive climate e.g. NSPCC, UNICEF.
- SEAL units followed throughout the school including a whole term on 'Say No To Bullying.'
- Themed assemblies

Useful Information

SEAL Units for all year groups – Say No To Bullying

Don't suffer in silence – DfES school pack

'Kidscape' (Charitable organisation purely against bullying). Provides advice for parents and children : free literature – videos, books etc. Tel: 020 7730 3300.

Websites:-

www.antibullying.net/resourceswwwlinks.htm

www.anti-bullyingalliance.org.uk/page.asp?originx_9818fu_44788217760064t99v_20061016417t

www.bullybusters.org.uk/ (helpline 0800 169 6928

www.bullying.co.uk/the_site/a_b_c.htm

www.childline.org.uk

www.dfes.gov.uk/bullying

www.everychildmatters.gov.uk/

www.hometown.aol.co.uk/ellelouiselang/bullying.html

www.kidscape.org.uk

www.learning.wales.gov.uk

www.luckyduck.co.uk

www.ncb.org.uk/aba/

www.nspcc.org.uk

www.teachernet.gov.uk/wholeschool/behaviour