

St Edward's Catholic Junior School

"I can do all things through Christ who strengthens me".
Philippians 4: 13



Anti Bullying Policy

Statement of Intent

Our vision is to challenge our pupils to achieve through high standards of teaching, learning and behaviour. High standards equally apply to our Breakfast and Afterschool provision. Our anti-bullying policy supports this ideal by:

- promoting respect and tolerance for each other
- helping pupils towards an understanding of what is right and wrong
- supporting everyone in forming good relationships with adults and peers.

We believe in tackling incidents of bullying by creating a safe, inclusive environment. This involves acknowledging and valuing the feelings of all.

Aims and Objectives

The aim of our anti-bullying policy is to:

- clarify for pupils and staff what bullying is and that it is always unacceptable
- provide a secure, stimulating, positive, mutually respectful and inclusive environment for learning
- involve the Pupil Parliament in the planning, discussion and dissemination of any work related to anti-bullying
- have in place an anti-bullying support system, that all staff understand and that is available to all pupils
- apply the policy consistently.

Definition of Terms

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Other concerns, which might not necessarily easily fit into this definition, will be nevertheless taken seriously e.g. taking advantage of another person.

We are aware that it is a possibility that bullying behaviour may be used by an adult and we will follow child protection procedures where appropriate (see Child Protection Policy), or Bucks CC procedures regarding disruptive visitors. It is equally important that bullying of school staff by other adults is recognised as unacceptable.

Signs and Symptoms

A child 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 child:

- has unexplained cuts or bruises
- is bullying other children or siblings
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received.
- gives improbable excuses for any of the above

Practice and Procedures

A. What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour, and by being clear across the school that we follow School Rules. All members of the school community are expected to report incidents of bullying to an adult in school.

Encouragement to tell

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, know that they will be listened to, and that appropriate action will be taken. Everyone must know that not telling means bullying may continue. Pupils should be encouraged to tell their teacher, a teaching assistant or the Learning Mentor. Incidents which are reported soonest are more likely to be resolved quickly.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. In the first instance, the Learning Mentor or another adult in school will investigate when an allegation has been made.

We expect members of staff will:

- provide children with a framework of behaviour including class rules which supports the whole school policy
- behave in a respectful and caring manner to pupils and colleagues in order to help create a positive atmosphere
- provide children with good role models
- raise awareness of bullying through RE, stories, role-play, discussion, peer support, PSHE and Collective Worship
- through the Head Teacher, keep the governing body well informed regarding issues concerning behaviour management

Parents/Carers

We expect that parents/carers will support the school to promote the values of our mission statement, Kindness, Understanding and Forgiveness, in the resolution of any incidents of bullying.

We name bullying behaviours. We do not label children.

We expect parents and carers to:

- Be informed about who can be contacted if they have any concerns about bullying.
- In the first instance we recommend that parents talk to the school Learning Mentor, or their child's teacher.

Governors

The governors will:

- support the Head Teacher and the staff in the implementation of this policy
- be regularly informed on matters concerning anti-bullying
- regularly monitor incident reports and actions taken
- be aware of the effectiveness of this policy.

B. Reacting to a specific incident

All incidents in or out of class should be investigated.

Incidents clearly identified as bullying must be reported to a senior member of staff and recorded and parents (of both the child behaving as a bully and the person bullied) should be informed of how it has been dealt with, following the investigation.

Dealing with an incident

Whenever a bullying incident is discovered we will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

Forms included in Appendices 1 - 5 may be used.

1. Within the Catholic ethos of our school we will support all involved by:
 - talking through the incident separately with each of the people involved
 - investigating allegations, which may involve speaking to groups of children
 - helping the targeted child to express their feelings
 - talking to the child with bullying behaviours about their feelings
 - talking about which rule(s) has/have been broken
 - discussing strategies for making amends
 - monitoring the situation
2. Sanctions may include:
 - a Time Out
 - missing break or another activity
 - call to parents or formal letter home from the Head Teacher
 - meeting with staff, parent and/or child
 - pastoral support plan.
3. This policy should be read in conjunction with the Child Protection Policy and other safeguarding procedures.

This policy was reviewed on October 2020

This policy to be ratified on October 2020

The policy is to be reviewed annually.

Appendix 1

Bullying Incident / Allegation Report Form

Reported by:	Role:
Date(s) of incident(s)	
Time(s) of incident(s)	
Location(s) of incident(s)	
Details of those involved Please include names, genders, ages, ethnic origin and children in care or children with special needs and each child's role – ringleader, outsider, defender, victim – and level of involvement 1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved 	
Bullying incident related to: tick all that apply	
Race <input type="checkbox"/>	Appearance or health condition <input type="checkbox"/>
SEN or disabilities <input type="checkbox"/>	Sexual orientation <input type="checkbox"/>
Gender <input type="checkbox"/>	Religion or culture <input type="checkbox"/>
Age <input type="checkbox"/>	Other (define) <input type="checkbox"/>
Forms of bullying used: tick all that apply	
Physical aggression <input type="checkbox"/>	Damaging or taking personal possessions <input type="checkbox"/>
Deliberately excluding <input type="checkbox"/>	Verbal threats <input type="checkbox"/>
Name calling and teasing <input type="checkbox"/>	Spreading rumours <input type="checkbox"/>
Cyber bullying <input type="checkbox"/>	Other (define) <input type="checkbox"/>
Frequency and duration of bullying behaviour:	
Once or twice <input type="checkbox"/>	Persisting over two months <input type="checkbox"/>
Several times a week <input type="checkbox"/>	Persisting for more than a year <input type="checkbox"/>

Other notes on the incident: including relevant previous behaviour

Checklist: Tick as appropriate

- | | | | |
|---|--------------------------|--|--------------------------|
| Does incident involve same person? | <input type="checkbox"/> | Has a follow up date been set? | <input type="checkbox"/> |
| Have parents/carers been notified? | <input type="checkbox"/> | Has action been agreed with victim? | <input type="checkbox"/> |
| Had individual discussions with all? | <input type="checkbox"/> | Has action been agreed with perpetrator? | <input type="checkbox"/> |
| Had group discussion with all involved? | <input type="checkbox"/> | Are notes and comments attached? | <input type="checkbox"/> |

Details of actions agreed with everyone involved – including parents and carers where appropriate

Follow up actions as necessary:

Outcome of follow up and further actions taken:

Has the bullying stopped? Yes No

Describe any other outcomes, who was involved and when they occurred:

Completed by: **Role**

Checked by (where necessary) **Role**

Date:

Appendix 2

Anti-Bullying Incident Form (to be completed with the victim)

Name of pupil:

Year:

Date of reported incident:

What happened:

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Was anyone else there?

What, if anything, have you done about it already?

Any comments from parents:

Action to be taken:

Action	Time Frame	Lead Person	Review Date: Review of Action

Appendix 3

Follow up action checklist: Victim

	Yes/No
Has the victim had the chance to say what happened?	
Has the victim had an opportunity to talk to the person doing the bullying about how they feel?	
Has the victim been given support to make sure they feel safe and gain confidence?	
Has a date been set to review the situation to make sure it has been sorted out?	
Has the school put things in place to try and stop it happening again?	
Have the victim's parents/carers been involved?	
If no bullying has taken place or there is insufficient evidence, are there clear actions to reassure and meet the needs of those concerned?	

Signed:

Pupil:

Parent:

Staff Member:

Review Date 1:

Resolved/Unresolved

Further intervention needed/Further monitoring needed

Review Date 2:

Resolved/Unresolved

Further intervention needed/Further monitoring needed

Appendix 4

Anti-Bullying Incident Form (to be completed with the person accused of bullying)

Name of pupil:

Year :

Date of reported incident:

What happened:
How often has it happened? Has it happened before?
Who was involved?
Where did it happen?
Was anyone else there?
What, if anything, have you done about it already?
Any comments from parents:

Action to be taken:			
Action	Time Frame	Lead Person	Review Date: Review of Action

Appendix 5

Follow up action checklist: Pupil accused of bullying

	Yes/No
Has the pupil been given a chance to explain the reasons why they bullied?	
Has the pupil been told that what they are doing is wrong and that they will be given a punishment?	
Has the pupil listened to how the victim feels?	
Has the pupil said sorry?	
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	
Has the pupil identified someone they trust to talk about how they are feeling?	
Have parents/carers been involved?	

Signed:

Pupil:

Parent:

Staff Member:

Review Date 1:
Resolved/Unresolved
Further intervention needed/Further monitoring needed

Review Date 2:
Resolved/Unresolved
Further intervention needed/Further monitoring needed