



St George's R.C. Primary School

Anti-Bullying Policy January 2017

This policy should be read in conjunction with the School Mission Statement and the Behaviour Policy, Equality Policy, Safeguarding and Child Protection Policy, Complaints Policy, E-Safety Policy, Visitor Policy

Introduction

At St George's School we aim to secure the best for all pupils as individuals. We strive for them to be the best that they can be. This approach means that every effort is made to promote a positive school climate that recognises the rights of all pupils. We endeavour to embrace the ethos of Inclusion.

We believe that every child is a Child of God with his/her own dignity and self-worth. Bullying can diminish a person's perception of these qualities and therefore has no place in our Catholic School.

We will provide a safe and secure environment for all people within the school. We expect children and adults to behave with courtesy and respect, which are exemplified in the Gospel values.

Therefore we will not accept acts of bullying or intimidation by individuals or groups of pupils upon another.

St George's takes an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying, including prejudice –driven bullying and cyber-bullying. St George's, with the support of parents, the wider community, the local authority and young people themselves, strives to take effective action to prevent bullying happening in the first place. A preventative approach helps to safeguard the well-being of pupils and staff, as well as helping to create a society in which all are treated with dignity and respect. (DCSF Safe to Learn 2007) in accordance with the UN Convention on the Rights of the Child.

The CYC Children and Young People's Plan 2013-2016 includes information about the Health and well-being Strategy and the YorOK Board which oversees activity relating to anti-bullying across the city.

Further support and guidance can be obtained from these groups.

Aims

At St George's School, the aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

This policy will:

- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being
- Ensure a consistent response to bullying with effective support in place for both the person being bullied and the person doing the bullying.

Definition

Bullying is

- deliberate harmful behaviour - physical, verbal or indirect
- repeated over a period of time.

Physical – hitting, kicking, taking belongings

Verbal - name calling, insults, racist/sexist remarks

Indirect – spreading nasty stories, excluding someone from social/peer group

Bullying, as well as being by pupils on pupils, can be by pupils on adults and by adults on pupils

What is Bullying? (from 'Preventing and Tackling Bullying' DfE 2012)

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first

priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Statutory duty of schools

There are various legal requirements on and powers for schools that relate to bullying. In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. These measures are communicated to all pupils, school staff and parents.

The law empowers head teachers to such an extent as is reasonable to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyber-bullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Further information related to the duties of Governing Bodies, head teachers and teachers can be found in the DfE 'Preventing and Tackling Bullying' guidance (updated October 2014)

Effect of Bullying

Being bullied can be a frightening experience. The victim may become withdrawn, unhappy, insecure and desperate for the bullying to stop. We should not underestimate the traumatic effects that bullying can have. It may also be the case that the 'bully' in any situation will also need support to help to change their behaviour and may need direct teaching on how to do so.

Preventing and Reacting to Bullying

St George's will promote an open and honest anti-bullying ethos. Staff strive to demonstrate positive behaviour and set a positive context for anti-bullying work in the school. St George's will take a preventative approach to bullying in a range of ways:

Staff will

- use both formal and informal learning opportunities to communicate our policy and provide advice to pupils on what they should do to prevent bullying or if they experience bullying or have knowledge that someone else is being bullied
- be vigilant in their assessment of the relationship and interaction between children inside and out of the classroom and record concerns and incidents in the pastoral record
- develop positive relationships with the children so that children will feel more able to approach them with any problems
- report any incident or suspicion of bullying to the Head Teacher.
- Engage pupils in developing anti-bullying policy and practice
- Use the school reward and celebration strategies to encourage pupils to behave well and take good care of each other
- Celebrate achievements and diversity through Mass, festivals and focus events

The Head Teacher will

- act promptly upon any incident or suspicion of bullying by interviewing the bullied pupils concerned to establish the nature of the bullying and who is concerned
- keep a log of all incidents of bullying and report on incidents to governors
- encourage pupils to report any further incident of bullying
- take action on findings of pupil interviews and surveys about bullying and safety
- interview the pupil(s) who are bullying, (separately if more than one), making it clear that such behaviour is totally unacceptable, setting appropriate sanctions, explaining that future behaviour will be monitored very closely. It will often then be a good policy to interview both victim and bully together to let the bully see the effect and both to agree a contract for future behaviour
- in most cases, speak to the parents

- follow up incidents and interviews with parents to check well-being of pupil and extent of satisfaction with school response 3 – 4 weeks after the incident (Appendix B)
- if a pupil continues to bully, then sanctions and positive strategies for further interventions through an individual behaviour plan will be put in place, with advice sought from the LA Behaviour Support Service. The child will be included in drawing up the plan.
- work with Children's Services to ensure that partner agencies are engaged with anti-bullying work and pupil safeguarding has a high priority.
- make information or professional development opportunities available for all staff and governors as appropriate
- review sanctions to ensure that they address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.
- use exclusion as a sanction, when other strategies and sanctions do not resolve the problem

Visitors and Volunteers will

- Treat all children and adults in school with respect.
- Provide an example of good conduct
- Respect a young person's right to personal privacy.
- Encourage children and adults to point out attitudes or behaviour they do not like, in line with school approaches.
- Challenge unacceptable behaviour, in line with school approaches, and report all concerns to a member of staff.

General Guidelines for staff

If you come across bullying

- Remain calm, you are in charge. Reacting emotionally may add to the bully's sense of achievement and give him/her control of the situation
- Take the incident or report seriously
- Take action as soon as possible
- Think carefully about whether your action needs to be private or public; review the chosen approach with a colleague for support
- Reassure the victim(s) they were right to tell.

- Offer advice and support to the victims
- Make it plain to the bully that the behaviour is not accepted, without taking away the bully's dignity (this can lead to further bullying).
- Encourage the bully to see the effect he/she has on the victim
- Sanction the bully without being aggressive e.g. separating, taking to Head Teacher. Reacting aggressively gives the message that it is all right to bully if you have power. Explain the punishment and why it is being given.
- Always inform the Headteacher.
- Inform colleagues if incident arose out of a situation where everyone should be vigilant
- Make sure the incident does not live on through reminders from you.
- In consultation with colleagues, consider the range and level of support needed by all pupils involved in an incident (eg de-bugging strategies, behaviour plan, individual support, nurture groups)

Above all:

1. Treat all examples of anti-social behaviour seriously
2. **Never** dismiss a pupil's complaint that she/he is being bullied or intimidated believing that the child is '**over-sensitive**', that she/he **brought the incident upon her/himself** or that she/he should **stand up** for her/himself more.

Prevention: what the school does to stop bullying taking place

- The school mission statement promotes respectful relationships and positive behaviour. This is shared and explored with pupils at the start of every half term.
- The school rules provide a clear framework for behaviour. The rules are shared by all in school and with parents. They provide a consistent framework for expected behaviour, rewards and sanctions.
- Class work and workshops from partner agencies help pupils to understand what constitutes bullying in its different forms, its impact and the roles of those involved in bullying behaviour including bystanders.
- Regular focus weeks and assemblies address online safety with pupils.

- Supervision between lessons, at breaks and lunchtimes is provided. A range of activities provide safe places for vulnerable groups at breaks and lunchtimes
- Celebrations and curriculum events (such as Ghana week, workshops from a Traveller poet) recognise and celebrate diversity
- The school holds activities and events, including Anti-Bullying Week, that address bullying.
- All children are given examples of adults and peers they may wish to talk to for support. Nurture groups, run by trained staff, offer additional support to children experiencing social or emotional difficulties.

Engaging parents / carers

It is expected that parents/ carers will support the work in school by attending Celebrations, workshops and activities during Anti-bullying Week. If any parent/carer is concerned that their child (or any child) is being bullied, they should contact the school immediately. All reports will be taken seriously and recorded by the class teacher. The class teacher will also inform the lead member of staff for Pastoral Care and Child Protection.

Any parent/ carer who feels that an incident has not been properly investigated or dealt with is able to make a complaint which will be dealt with in line with the school's Complaints Policy.

Communicating the policy

As a school, behaviour and anti-bullying policies are discussed regularly. Copies of the policies are available to staff and they are explained during the induction of new members of staff.

The policy is accessible to parents and carers on the school website and can be referred to in school.

Pupils are made aware of the policy through a range of means including assemblies, lessons, Circle time and notice boards.

Parents / Carers are made aware of the policy and school practice at class induction meetings in September, school newsletter, letters from the Safeguarding Governor and through individual discussion with the class teacher.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

January 2017

Appendix A NSPCC School Anti-Bullying Policy Checklist

Name of member of school leadership team responsible for the school anti-bullying policy:

Dee Statham

Name of member of governing body with special interest in bullying:

Rachel Hodgson

Date when anti-bullying policy last reviewed / revised:

February 2016 (updated January 2017)

Date when it is planned to next review / revise the school anti-bullying policy:

March 2017

Developing, reviewing and revising:

The school anti-bullying policy:

Yes No Action needed

- Has been developed / reviewed /revised in consultation with the whole school community (governors, school leadership, staff, pupils and parents / carers)
- Is made accessible to all sections of the school community so that they understand their respective roles and responsibilities.

Position statement and values:

The school has an anti-bullying policy that has a:

Yes No Action needed

- Statement of principles and values
- Statement regarding inclusion /diversity
- Statement of position with regard to bullying and school's response to bullying behaviour.

Definition & Types:

The school anti-bullying policy:

Yes No Action needed

- Defines bullying
- Explains what behaviour constitutes bullying and what doesn't
- Defines the different types bullying can take – how the bullying takes place
- Defines the different forms of bullying based on difference or prejudice – why the bullying takes place
- Defines the different forms of online / cyber bullying
- Recognises that bullying can be by pupils on adults and by adults on pupils
- Describes how the school works with all sections of its community to achieve a shared understanding of the nature of bullying and its different forms.

School's responsibilities:

The school anti-bullying policy:

Yes No Action needed

- Details and defines the school's legal responsibilities for preventing and tackling bullying – reference to Education Act 2002; Education and Inspections Act 2006: Equalities Act 2010
- Details the school's responsibilities for taking action when bullying takes place outside of school
- Refers to the responsibility of the school to consider reporting the bullying as a Child Protection and / or Criminal Law issue
- References other related school policies – behaviour; equalities; child protection / safeguarding; safety; confidentiality; curriculum
- Explains the specific responsibilities of governors, staff, pupils and parents in challenging bullying and is shared with supply teachers and support staff.

Prevention: detailing what the school does to stop bullying taking place:

The school anti-bullying policy

references how the school:

Yes No Action needed

- Provides key messages to promote respectful relationships and positive behaviour
- Promotes positive behaviour, and refers to the appropriate school's Rules / Code of Conduct
- Helps pupils to understand what constitutes bullying in its different forms, its impact and the roles of those involved in bullying behaviour including bystanders
- Helps to develop the personal, social and emotional skills that help protect pupils from bullying
- Addresses online safety with its pupils and parents / carers
- Provides supervision between lessons, at breaks and lunchtimes
- Provides safe places for vulnerable groups at breaks and lunchtimes
- Recognises and celebrates diversity
- Has activities and events, including Anti-Bullying Week, that address bullying.

Engaging parents / carers

The school works with parents/ carers to address their concerns about bullying so that they know:

Yes No Action needed

- Who to contact if they are worried
- How to make a complaint if concerned that school has not effectively addressed bullying.

Intervention: what school does when bullying takes place:

The school anti-bullying policy:

Yes No Action needed

- Identifies the procedures for pupils and parents / carers reporting bullying incidents
- Acknowledges that the school will respond to bullying involving its pupils whether it has taken place in or outside of school

- Identifies the strategies the school uses to respond to bullying incidents to protect and support those being bullied
- Identifies the strategies the school uses to engage those who have bullied to acknowledge their responsibility, to recognize the harm caused and to support them to change their behaviour
- References how bullying incidents are recorded, and how those records are monitored
- Provides details of how the school works with external agencies to address bullying behaviour
- Details how the school will engage with parents / carers
- Details how parents can express concerns and make a formal complaint when they feel the school has not acted appropriately to address bullying
- Identifies how the school assesses the severity of the bullying and the range of disciplinary sanctions it can impose describes what the school expects of those who are bystanders and how the school will react where pupils fail to respond to protect those who are being bullied.

Appendix B



St. George's R.C. Primary School
Winterscale Street
York
YO10 4BT

Head Teacher - Mrs Dee Patton-Statham

Date

Dear Parent/Carer,

Your child recently experienced **bullying behaviour/ racist name calling** and I am writing to check how things are for **N** in school now and to seek your views on how well the school dealt with the problem. This information will be used confidentially within the school to inform our review of policy and practice.

Would you like to make an appointment to discuss things further?

Please outline how you think **N** feels about school now?

How easy was it for your child/you to report the **bullying behaviour/ racist name calling**? (circle one)

1

2

3

4

5

(Not easy)

(Very easy)

Comment if we could improve:

How satisfied are you with what we did to make your child feel safe? (circle one)

1

2

3

4

5

(Not satisfied)

(Very satisfied)

Comment if we could improve:

How satisfied are you with the support your child has had from the school since the incident? (circle one)

1

2

3

4

5

(Not satisfied)

(Very satisfied)

Comment if we could improve:

Other comments:

Thank you for your help. We will use this information to think about what we do to tackle such issues and make St George's Primary school one where pupils and parents are confident that we do not tolerate bullying or prejudiced behaviour and confident that our systems support children.

Yours sincerely,

Mrs Dee Statham
Headteacher

