



English Martyrs'  
RC Primary School

## **Anti Bullying Policy**

### **MISSION STATEMENT**

Our English Martyrs' School community  
aims to follow the example of Christ  
in welcoming, recognising, fostering and developing each individual  
as a unique and special gift of GOD with value and dignity.

### Rationale

The aim of our anti-bullying policy is to ensure that pupils learn in a supportive environment without fear of being bullied. The school operates a zero tolerance approach to bullying – bullying must be challenged immediately, dealt with sensitively and in a sustained manner.

The following principles inform our anti-bullying approach:

- Bullying behaviour in all circumstances is unacceptable.
- All adults in the school community – parents/carers, staff and governors are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with the values of a Catholic community and preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of differences, the need to cope with difficult individuals and the role of forgiveness.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our shared faith, it is our aim that in the resolution of incidents pupils should wherever possible be reconciled.

### Definition

Bullying is defined as deliberate, hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

### The main types of bullying are:

- Verbal bullying – such as mimicking, putting people down, saying horrid things about family, clothes or appearance, name calling, anonymous notes and texts, black mail, and deliberately embarrassing or humiliating others
- Physical bullying – such as hitting, pushing, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion.
- Indirect bullying – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind.
- Emotional bullying – such as intimidation, threats and looks to make another child feel uncomfortable or fearful, excluding, tormenting
- Homophobic focussing on the issue of sexuality
- Racist – racial taunts, graffiti, gestures
- Cyber bullying – can be defined as the use of information and communication technology particularly mobile phones and the internet, deliberately to upset someone else.
- Bullying involving children with special educational needs and disabilities.

### Objectives of this policy

- All Governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is and know the school's policy.
- This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.
- Encouraging children to report incidents without feeling they are telling tales.

- Incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

### 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:

- Is frightened walking to or from school
- Does not want to go by bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep or has night mares
- Feels ill in the mornings
- 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
- Has dinner or other monies continually lost.
- Comes home starving as lunch has been stolen
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when cyber message is received.

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

### Procedures for dealing with bullying

There are two components to effective anti-bullying practice: preventing bullying incidents and procedures for responding to them. Punishing bullies does not end bullying. We stress that it is the bullying behaviour, rather than the person doing the bullying, that is not acceptable.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil and the bully.

We use the following strategies to ensure a positive ethos in which children feel secure to report incidents of bullying immediately.

- A behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom.
- Whole school and assemblies – to raise awareness of bullying issues and providing a whole school focus and understanding of bullying and this includes key Christian messages.
- Core values – Faith, Respect, Responsibility Fairness, Compassion and Wisdom.
- Core learning skills
- Children are taught that each person is special and unique and differences should be celebrated and should not be the focus of negative behaviour.

- The history and geography curriculum enables them to know and understand about peoples and places giving them a better knowledge of how to live their lives in a multicultural society.
- Activities within R.E. PHSCE and Literacy programmes specifically aimed at developing children's own strategies to deal with bullying type behaviour.
- The whole school takes part in the annual anti-bullying week activities to raise the profile of bullying and the effect it has on children's emotional health and well being and achievement
- In order to build children's resilience and reduce vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour – Role of Learning Mentors and peer Mediation.
- Pupils are encouraged to look after each other and to show good witness behaviour by reporting their concerns for others.
- Class partners/buddies
- Providing a variety of activities/equipment for pupils to play with during schools breaks.
- School council meets regularly to discuss various issues with regard to bullying and strategies to be used to create a safe and healthy environment of all pupils.
- .the results of the Southwark Pupil Voice Survey are used to understand pupils' views on bullying and to improve our intervention strategies.

We try to embed anti- bullying work in our school so as to develop a positive social and learning environment.

In discussions with school council pupils suggested the following were suggested for anyone who has bullied another pupil:

- Apologising to victim
- Loss of privileges for a time
- Loss of break/lunch time
- Parents invited into school
- Follow-up meeting to check behaviour
- Written report of incident in child's folder as a record.

#### Procedures for Staff

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff that has been approached will deal with the incident immediately.
- Staff will make sure the victim/s is reassured and feels safe
- Staff will listen and speak to all children involved about the incident separately
- The problem will be identified and possible solutions suggested
- Staff will encourage a problem solving approach which will move children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils.
- Staff will reinforce the message that bullying behaviour is not tolerated in English Martyrs' Catholic Primary School.
- Appropriate action will be taken quickly to end the behaviour.
- Sanctions deemed appropriate will be applied.
- The pupils will be reconciled.
- If necessary, the support will be given to the bully to help them understand and change his/her behaviour –Pupil development Unit, Learning Mentors.
- A member of the SLT will be informed of the incident and the action taken.
- In serious cases, parents will be informed and will be invited to come in and discuss the problem.

- After the case has been investigated and dealt with, each case will be monitored to ensure a successful outcome.
- The head teacher will be informed of all incidents, if not already involved so that he/she holds the over view across the school.
- Speed in dealing with incidents is important and wherever possible incidents will be resolved quickly. However significant incidents will involve investigations and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.
- All repeated bullying behaviour should be reported directly to the head teacher. Significant incidents will be entered in the serious incidents book and all parents whose children are directly involved will be notified of significant incidents.
- Responses to all bullying behaviour will be educative and seek to ensure that pupils take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age appropriate ways. Those who have been bullied have a right to know that action has been taken.
- Persistent bullying – after support and counselling support by the learning mentor/ mental health mentor – could result in fixed term or permanent exclusion as a last resort (see behaviour policy)

#### The Role /involvement of pupils:

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in circle time. The seriousness of making false reports will be understood.

Pupils will be actively involved in anti- bullying developments through the school council, curriculum work and in special initiatives. From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

#### The Role/Involvement of Parents

Parents have an important role in actively encouraging their child/ren to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership. To this end it is included in the Home School Agreement.

If parents have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher or the head teacher as soon as possible.

Class teachers record these meetings in the parent contact book.

Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents or other parties, involved or otherwise. While we recognise that parents who are friends may wish to resolve matters informally they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of the school and of individual children and damage the atmosphere in the school community.

Parents will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children. A parent leaflet is provided to assist parents in supporting their children and working with the school to resolve incidents.

### The Role/Involvement of Governors

The Governing body supports the head teacher in all strategies to eliminate bullying from our school, while still recognising that it is likely to occur in school from time to time. It is the responsibility of the governing body to monitor and review the anti-bullying policy and its effectiveness, they require the head teacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies.

This policy has links with

- Behaviour policy
- The PHSCE policy
- Marking and Feedback Policy
- R.E. Policy
- Literacy Policy
- History and Geography Policy

### References

1. School Mission Statement
2. School Core Values
3. Supporting well being, promoting positive behaviour – Southwark anti-bullying tool kit.
4. Safe to Learn – Teachernet
5. Anti – bullying Alliance