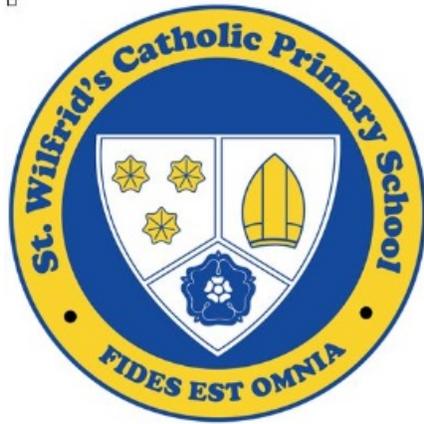


# St. Wilfrid's Catholic Primary School



## **Anti-Bullying Policy**

**September 2018**

# ST WILFRID'S CATHOLIC PRIMARY SCHOOL

## BULLYING POLICY

As a Catholic school, St Wilfrid's sees in Jesus Christ a model of Christian behaviour. As part of our commitment to the ethos and Mission Statement of the school and in order to protect the safety and happiness of pupils and their educational achievement, the following approach to unacceptable behaviour in the form of bullying is proposed. This directly concerns teachers, ancillary staff, pupils, parents, governors and all concerned with the efficient running of our school.

### Definition of Bullying

The DfE defines bullying as:

"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 and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences."

Bullying is the use of aggression with the **intention of hurting another person**. Bullying results in pain and distress to the victim. Bullying is not:

- Children falling out with each other and getting upset
- A one-off incident in which a child upsets another
- An incident in which a child loses their temper and does not intend to cause harm

All of these incidents are dealt with immediately by the school and are taken seriously but they are not bullying.

The main types of bullying identified are:

- EMOTIONAL
- PHYSICAL
- VERBAL
- RACIST
- SEXUAL
- HOMOPHOBIC
- SEXIST
- CYBER

### Positive Strategies for Whole School Approach - The 'Hidden' Curriculum

**"Belonging to a loving, caring community which promotes learning through respect and love for all"**

The ethos and Mission Statement of St Wilfrid's school is positively and actively promoted at all times, we believe in high expectations of behaviour, love, understanding and respect of all individuals.

In St Wilfrid's **Behaviour and Discipline Policy** it is clearly outlined that at St Wilfrid's we are proactive in prevention of 'bad' behaviour, 'disruptive' behaviour and bullying. We believe in strong pastoral care, good communication and a positive approach to behaviour management.

Through assembly themes, followed up in the classroom, and SMSVC (Social, Moral, Spiritual, Vocational and Cultural), pupils are reminded of the importance of care and concern for others, the importance of values of respect and love of others and the need to treat everyone equally no matter their difference - race, religion etc

Literature, covering aspects of bullying, is included in the school library and there are resources available for teachers to use.

Notices and displays in classrooms and along corridors also help to reinforce the standard of care and behaviour expected with a particular focus on the Catholic Schools' Pupil Profile and the values they hold:

*Grateful and Generous, Eloquent and Truthful, Attentive and Discerning, Compassionate and Loving, Learned and Wise, Faith-filled and Hopeful, Curious and Active, Intentional and Prophetic.*

Good behaviour is always reinforced by praise; 'bad' behaviour is always dealt with quickly and fairly with communication both with the children involved and the parents.

All staff should be positive role models in their treatment of all children and all people in school.

All staff work hard to ensure that pupil concerns are listened to, the children know that they can talk to staff about any concerns or worries they may have.

### **Procedures To Be Adopted When Dealing With Specific Incidents**

When an incident of bullying is reported, the pupil(s) concerned will be told firmly that this is unacceptable to the standards maintained in the school and on no account will be tolerated.

#### **Minor Incidents**

Appropriate sanctions as stated in the school's 'Behaviour and Discipline Policy' may be employed by the adult in charge in responding to one-off incidents of unacceptable behaviour which do not result in actual physical harm. A reprimand may be sufficient to deter a pupil from name-calling or mild teasing.

Concerning incidents where there is no clear evidence i.e. staff have not seen the incident and pupils are possibly taking sides, the situation will be discussed openly with the whole class to reassure the victim that the matter is being dealt with fairly and staff are aware of what is happening.

### **Serious Incidents**

With regard to incidents of a more serious nature, especially when pupils are physically hurt or their property is damaged, one will have to take account of:

- \* Who was involved?
- \* Where and when it happened?
- \* What happened?
- \* What action was taken?
- \* How it was followed up?

One should listen carefully to the alleged incident and deal with it in a firm but fair way, resulting in the reassurance of the victim and making the consequences of any repetition clear to the bully. An appropriate level of sanction should be employed which will include positive strategies to improve social behaviour.

The Head teacher will be informed of any serious incident. The incident and action taken will be recorded and the parents will be informed at the earliest possible stage.

Any report of alleged bullying will be investigated. Wherever necessary, the situation will be closely monitored, and the governing body informed.

The incident will be recorded on the CPOMS system (all staff have access to this) so that record keeping is safe and accurate and completed at the time.

If an incident occurs outside school involving a pupil/pupil and is reported to the Head teacher, the school will be prepared to deal with it as part of our concern for welfare of the child.

### **Lunchtime Supervision**

Any bullying incident or alleged incident happening during the lunchtime in the dining hall or playground will be dealt with according to the above procedure. Supervisors should inform the Head teacher of any serious matters. Lunchtime Supervisors report minor behavioural incidents to the class teacher, when appropriate, though these will often be dealt with by the Lead Lunchtime Supervisor and dinner supervisors.

### **Staff Awareness of Incidents**

In the first instance, the Class and Head teacher should be informed. If there is an ongoing concern or the problem is of a serious nature, all staff, both teaching and ancillary, need to be aware of the situation.

A whole staff approach is adopted to 'sharing of incidents' so that once informed, staff can be vigilant especially in situations where a child is being monitored or needs help.

### **Further Concerns**

Sometimes there may be concerns about the level of subtle verbal abuse, which some children might be suffering over a long period of time, and pupils who are neglected and excluded by their peers.

Staff need to be aware of strategies adopted by such children to avoid playtimes e.g. staying in to complete work, offering to 'do jobs' for teachers.

Staff should observe pupils who are constantly alone on the playground. Such cases should be shared with colleagues to bring about awareness.

Role play in class/assemblies could be a possible way of reaching pupils who feel unable to talk about their experiences.

### **The Victims**

There is a need to monitor the victims of bullying so that they feel reassured and understand that staff are aware and in control of their situation. Support from school and outside agencies will be used to support a victim and their family.

### **SEND**

Every child is created in 'God's image' and this tenant of our Catholic faith is something that the Governors and staff at St Wilfrid's hold very firmly. We recognise that some children with additional or complex needs may struggle with behaviour. We will always strive to support these children through supervision, outside agency support and different strategies.

We will work closely with the parents to ensure that the children's needs are met within our setting and support the child and family if a main school setting is not suitable to meet their needs.

### **Evaluation**

There should be regular opportunities for staff and governors to review how the policy is working in school.

### **Documents**

**Preventing and tackling bullying - October 2014**

**DfE Behaviour and Discipline in Schools Guidance - January 2016**

Date: September 2018

Signed:

To be reviewed: September 2020