

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

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Working together to succeed through faith in Jesus Christ

Anti-Bullying Policy Document

(to be read in conjunction with the Behaviour and Discipline Policy)

September 2019

DOCUMENT STATUS

Produced By	Version	Date	Action	Review
St Stephen's Catholic Primary School	1	03/09/18	For adoption by Governing Body	September 2020

St Stephen's Catholic Primary School **Anti-Bullying Policy**

1 Introduction

- 1.1 Bullying is action taken by one or more individuals with the deliberate intention of hurting another individual, either physically, emotionally or cyber bullying through recurring incidents over a period of time. Hate crime can stem from bullying actions targeted at a person because of hostility or prejudice towards that person's: disability, race, ethnicity, religion or sexual orientation.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individuals. We, as a School Community, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable by all.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn, work and play without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

- 3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2 The governing body monitors the incidents of bullying that occur each term, and reviews the effectiveness of the school policy annually. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy termly.
- 4.2 The head teacher ensures that all members of the school community know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher

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draws the attention of children to this fact when appropriate, relevant and through planned events. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

Key planned activities include anti bullying week work, e-safety work, planned assemblies, PHSE activities, promotion of British Values work etc. Senior Leaders meets with the School Council and groups of pupils regularly so that anti bullying issues and strategies can be discussed.

- 4.3 The headteacher ensures that lead staff receive sufficient training to be equipped to deal with all incidents of bullying and this is cascaded to all other members of staff during Staff Meeting Time and/or INSET provision.
- 4.4.1 All members of the school community help set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 4.5 All incidents of verbal and/or physical abuse are recorded and reported following RIDDOR guidance and procedures.

5 The role of the teacher and extra-curricular providers/supervisors

- 5.1 Teachers and supervisors in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 5.2.1 If teachers or supervisors witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 5.3 We keep an anti-bullying logbook in the head teacher's office where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should report the event to the head teacher who will record the event in the logbook.
- 5.4 If, as teachers or supervisors, we become aware of any bullying taking place between members of a class or within the childcare settings, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as family support workers, behaviour support workers, CAMHS, social services if required.
- 5.5 When appropriate, staff will attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. This information is then cascaded to all staff.

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- 5.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Incidents and issues related to bullying can be addressed by teachers through a range of cross curricular opportunities which include Circle Time, PHSCE, Citizenship and R.E. A 'concerns' box is available along the walkway in which children can write down anonymously any concerns or worries they may have with any issues that they may be experiencing. Anti-bullying prefects are appointed on an annual basis to monitor the concerns, worries or actions of other children. Through training and discussions, the prefects know issues that need to be passed on to an adult.
- 5.7** Pupils contribute and respond to the WISE UP award which helps deepen pupils' understanding and awareness of the different types of bullying, hate crime and actions to keep themselves and others safe. The award assesses pupils' knowledge, understanding and views.
- 5.8** Teachers and pupils are aware of the impact of online bullying either via text messages, Facebook and other social media. The Safeguarding and e-safety policies detail the actions to be taken should there be instances of cyber bullying or CSE.

6 The role of parents

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

- 7.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.
- 7.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Signed:

Date: September 2019
Review September 2020