

*St Margaret Clitherow Catholic  
Voluntary Primary and Nursery Academy*



*Anti Bullying  
Policy*





## Anti Bullying Policy

<b>Reviewed by Staff:</b>	March 2016	<b>Agreed by Governors:</b>	March 2016
<b>Date:</b>	January 2017	<b>Review Date:</b>	January 2018

### **Mission Statement**

St Margaret Clitherow School is a community concerned with the growth and development of the whole person. In that community great importance is attached to every individual. The foundation of all that school does is the person of Christ, who is at the centre of the community. Our aim is to encourage individuals to grow to Christian maturity through the opportunities we provide.

**'Love one another, as I have loved you.'**

At St Margaret Clitherow Academy bullying, sexual and racial harassment are considered as very serious, unacceptable forms of behaviour; and subsequently are treated as separate issues within our behaviour management policy statement. This policy aims to reduce incidents of bullying, educate all members of the school community and encourage data sharing. Bullying can affect children and adults (this policy includes staff as well as pupils).

The Children Act 2004 resulted in 5 Every Child Matters (ECM) outcomes being created which St Margaret Clitherow Academy is dedicated to working towards. These are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This policy is designed to aid the 5 ECM outcomes and is in accordance with the Children Act 2004, Education and Inspections Act 2006, DCSF Safe to Learn guidance (2007) and the Education Act 2002.

### Definition of bullying

***"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."*** (Dan Olweus, creator of Olweus Bullying Prevention Programme).

This definition includes three important components:

1. Bullying is aggressive behaviour that involves **unwanted, negative actions**.
  2. Bullying involves a pattern of behaviour **repeated over time**.
  3. Bullying involves an **imbalance of power** or strength.
- ❖ Bullying can be physical (violence, frequent fighting, damage to property and rough treatment), verbal (name calling, teasing, threatening, sexual or racist taunts) or relational (rumours, social exclusion or by phone/ computer).
  - ❖ Bullying can be racial, religious, cultural, related to SEN or disabilities, appearance or health conditions, home circumstances, sexual orientation, sexism or cyber bullying.

Cyber bullying is the use of Information Communications Technology, particularly mobile phones and the Internet, deliberately to upset someone else. Cyber bullying can take any of the following forms:

- Threats and intimidation
- Harassment and stalking
- Defamation/hate or bias-bullying
- Exclusion
- Identity theft, unauthorised access and impersonation
- Publicly posting, sending or forwarding personal or private information or images
- Manipulation

Cyber bullying is a criminal offence under the Protection from Harassment Act, the Communications Act 2003 and the Malicious Communications Act. Cyber bullying can happen at any time and sometimes can be by someone the victim doesn't even know.

### **Reporting and responding to bullying**

A child being bullied **MUST** tell - staff **WILL LISTEN** and **ACT**. Any parent/carer suspecting that their child is being bullied must contact school immediately so that action can be taken to **STOP** this. If the teacher is aware of bullying then they will take appropriate action immediately to ensure a prompt response. The Head Teacher must be informed and as a staff we will ensure work is done in school to prevent bullying.

If any person (child, parent or staff) witnesses bullying in any form, they must speak to the Head Teacher or Deputy Head Teacher immediately. The School has the expectation that no person will be a bystander and allow bullying to happen without seeking help.

The following steps will be taken if children bully or sexually/racially harass others:

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- The child will be told that their behaviour is unacceptable and the reason why will be explained.
- If the bullying is happening during playtimes/lunchtimes, then the child will stay inside school during these times.
- The Head Teacher will be informed immediately of any incidents involving physical violence and verbal abuse to children/adults. Any violence or severe negative behaviour against another person will result in disciplinary action against the perpetrator.
- Parents/carers will be notified and asked to come into school to see the Head Teacher and designated member of staff to discuss the matter.
- This may result in contracting with the child, recorded in a
- Home/School liaison book or on a Behaviour plan - setting attainable goals for the child to work towards improving behaviour.
- If the harassment/bullying is occurring at home time then parents/carer will have to collect the child and escort them home to ensure they don't threaten/bully other children, for a set period of time.
- If the child does not respond appropriately they will be sent home from school for a fixed period. It will be made clear to parents/carers that after exclusion there will be a general review of the child's behaviour. Any exclusion will be decided by the Head Teacher with cases being looked at on an individual basis. If it is necessary to formally exclude more than once and there is no improvement in the child's behaviour it will be necessary for the Head Teacher and School Governors to consider further measures in accordance with the 1986 Act.
- Restorative approaches may also be used, by enabling the perpetrator and victim to speak openly in a safe forum, through small group work with a named member of staff to improve empathy, assertiveness and build positive relationships.
- Support will be available for anyone affected by bullying. A named member of staff can support children (perpetrator and victim) alongside other staff. If necessary, referrals can be made via the SENCo for outside agency work, such as counselling, advice and intervention from Nottingham Anti-Bullying Service. Parents and families can access support via the Home School Support Worker. Staff can seek support through Nottingham City Council's Counselling service or by talking to his/her line manager.
- Cyber bullying - **do not** reply or respond to any form of cyber bullying. **Do** save any images, emails, texts or comments as E-evidence and present to the Head Teacher (or Police/PCSO if necessary). Many chat sites have the

facility to block people and report incidents and the user, which the School recommends to do. Service providers can, in most cases, trace where the message/data came from so cyber bullies do not remain anonymous. The Education and Inspections Act 2006 gives schools the powers to regulate pupils' behaviour out of school and can result in items such as mobile phones being confiscated. Sanctions for incidents of cyber bullying will be applied the same as listed above for bullying and incidents may be referred to the Police if necessary.

### **Recording bullying behaviour and evaluating the policy**

All staff will record any reports of bullying on Serious Incidents Form (see appendices 2 for copy of recording sheet) and records will be kept and monitored by the Head Teacher. Anyone who is or has experienced bullying will be given a diary to record any incidents of bullying. The Head Teacher and other staff member will analyse reports to identify any patterns each term.

This policy will be reviewed every 2 years a copy will always be available on the website.

### **Strategies to prevent the occurrence of bullying**

These are central to the Christian ethos of St Margaret Clitherow which seeks to develop the school as a social community which promotes a sense of belonging, caring, sharing, co-operation and responsibility.

There is a real commitment through the school to an energetic delivery of Personal, Social and Moral education, which is appropriate to the child's development. A co-operative atmosphere for learning/play/sports games and teamwork skills are taught through PE, SEAL and clubs.

This may take the form of:

- Story and Discussion
- Co-operative/circle games
- Role play/Drama
- Assemblies and Collective Worship
- Playground games
- SEAL lessons
- Annual Anti-bullying week

There is a more direct approach with the teaching of respect, tolerance and empathy for others and their beliefs/wishes as well as the skills required for peaceful problem solving, listening and discussion, actively encouraging trust, identifying and sharing personal feelings/experiences, in small groups or class situations through the curriculum itself - SEAL, R.E., History, Geography and English etc.

The teaching of independent learning skills "*Stop it! I don't like it*" - is empowering the child to manage conflict situations in the playground and classroom.

A co-operative atmosphere for learning/play/sports games and teamwork skills are taught through PE, SEAL and clubs.

Positive reinforcement/affirmation- encourage children to feel good about themselves and others through:

reward system (certificates, stickers)

appreciation and celebrations of individuals and their qualities.

Designated member of staff: conflict resolution, peaceful problem solving, anger management strategies, assertiveness training, talking through feelings, creating a circle of friends, etc. covered in small groups that often bring together the victim and perpetrator with positive peer role models to improve relationships and empathy for others.

Parents are advised to keep computers downstairs and out of children's bedrooms in order to closely monitor their child's computer activity as well as follow guidelines and child protection procedures advised by their service provider. This is often written in the school newsletter.

### **Strategies to help vulnerable children**

- Training about bullying and peer mediation given to 'Buddies'.
- Staff to identify children who would benefit from having a 'buddy' and help to pair up children.
- Referral to the Home/School Support Worker.
- Children with EAL can speak to a member of staff who can speak their language (Polish)
- Teaching Assistants work closely with SEN pupils or any children who have a disability. Children are also taught to understand disabilities and SEN so are expected to seek help if they witness any bullying.

## Bullying Incident Report Form

Name of Pupil:	Year Group:
Date:	
Details of incident:	
Incident reported to:	
Action taken:	
Parent Contacted?	
Signed by:	
Pupil:	Class Teacher: