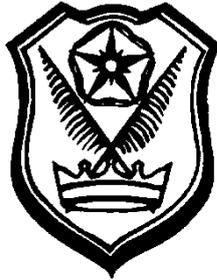


# ST MARGARET CLITHEROW PRIMARY SCHOOL



We live to love, learn, respect  
and follow Jesus who says,  
“Love one another as I have loved you.”

## Anti Bullying Policy

**Legal Status:** Non statutory  
**Version Date:** September 2014  
**Last Review:** September 2012  
**Next Review:** September 2017  
**Responsible Person:** Governing Body



**Aim**

All schools have a duty to prevent bullying under the Education and Inspections Act 2006.

The Equalities Act 2010 also places a duty on schools to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relationship between people who share a protected characteristic and those who do not share it.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

The aims of this policy extend to all people working within the school, to create an atmosphere where bullying is discouraged and each individual feels cared for and valued. The policy is reflective of the schools vision and is embedded within the religious education programme of the school. We aim to give strong moral and spiritual guidance in accordance with the teaching of the Gospel.

This policy should be read in conjunction with the school Equalities Policy which details our commitment to equality in the areas of gender, disability, race, religion, sexual orientation and community cohesion.

### **The Law**

The bullying actions of harassment, discrimination, victimisation, physical abuse, emotional abuse, verbal abuse and sexual abuse can mean that the perpetrator is breaking the law. Other forms of bullying, such as cyber bullying and homophobia, can also lead to serious criminal proceedings. The police service will be informed of cases where the school suspects criminal acts may have taken place.

Headteachers have a legal duty under the School Standards and Framework Act 1998

to draw up procedures to prevent bullying among pupils and to bring these procedures to

the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the

duties are extended to include preventing/responding to bullying that happens outside

school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

Consultation (DCSF March 2010) suggested introducing a requirement on schools to report and record serious and persistent incidents of bullying.

### **Safeguarding**

Under the Children Act 1989, a bullying incident will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is

likely to suffer, significant harm. In these cases, the school will inform the Brent Social Team.

### **Definitions**

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following, it could be bullying:

- physically and/ or mentally hurt or worried
- unsafe and/ or frightened
- unable to do well and achieve
- ‘Badly different’, alone, unimportant and/ or undervalued
- Unable to see a happy and exciting future for yourself.

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying.”

If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straightaway as it can take a long time to build up the courage to tell. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying, so we think the following definition adapted from one written by the national Anti-bullying Alliance is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt- the person or people doing the bullying know what they are doing and mean to do it
- happens more than once- there will be a pattern of behaviour, not just a ‘one-off’ incident
- involves an imbalance of power- the person being bullied will usually find it very hard to defend themselves.

It can be:

- physical, e.g. kicking, hitting, taking and damaging belongings
- verbal, e.g. name calling, taunting, threats, offensive remarks
- relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- cyber, e.g. texts, e-mails, picture/ video clip bullying, instant messaging (IM)

Reasons for being a victim may be

- Race/ religion/ culture
- New child in school
- Child with a family crisis
- Disability or special educational needs
- Timid children who maybe on the edge or outside a group
- Appearance/ health conditions
- Sexual orientation

Reasons for being a bully may be

- A victim of violence
- Bullied at home/ enjoyment of power/ creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV
- Unhappy
- Insecure
- Self-hating

Children and adults from all backgrounds, cultures, races and sexes can be involved in bullying others.

This school does not tolerate bullying motivated by prejudice, for example, racist, sexist and homophobic bullying and bullying related to perceptions about disability and/ or special educational needs.

We do not consider bullying to be:-

- An isolated incident
- A falling out
- A 'one off' disagreement

All bullying is damaging to those who experience it and to those who perpetrate it. At St Margaret Clitherow school we find all behaviour of this sort unacceptable and will do our best to prevent it through ensuring that all children in the school are well aware of how dangerous and damaging it is, by rewarding girls and boys for caring and considerate behaviour, by supporting all victims of bullying and by taking firm action against those who are responsible for bullying.

### **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 of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- 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 (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

### **Prevention Strategies**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- All staff making pupils aware of the problems that can be caused by bullying
- The theme of bullying is integrated into circle time through the PSHE curriculum using the Social and Emotional Aspects of Learning (SEAL) documentation
- A regular themed week takes place each year to highlight the effects of bullying (Anti-Bullying Week)
- Class rules are established at the beginning of the school year which promote positive behaviour and agree class expectations.
- The school council discussing issues around bullying and preparing materials for anti-bullying week
- Displaying materials which promote the school as an anti-bullying school e.g. displays, posters, children's work
- Promoting positive behaviours through whole school strategies e.g. class points, certificates, raffle tickets.
- Therapy programmes in place for vulnerable children.

It is difficult to predict which specific groups may experience bullying so staff are aware that anyone can be a victim or perpetrator of bullying.

### **Strategies for dealing with bullying**

It should be remembered that the whole purpose of any action taken by staff against bullies is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that bullying, in all its forms, will not be tolerated.

1. All staff will watch out for early signs of distress, which may include deterioration of work, unexplained illness, isolation, the desire to remain with adults and erratic attendance. Staff will understand that whilst these behaviours may be symptomatic of other problems, they may be early signs of bullying.

If bullying does occur:

- Pupils are encouraged to find the help of an adult they trust and to stay where there are plenty of other pupils about and where an adult can see them
- In the first instance, staff will deal with incidents of bullying in the classroom and then report instances of bullying to the Senior Leadership Team who will take action where deemed necessary. This may include discussion with the whole staff or an individual teacher, establishing additional strategies to

overcome the difficulties caused by bullying and a discussion with those pupils involved within a peer group support approach

2. Pupils who are bullying will be made aware that their actions are making other pupils unhappy in coming to school and that this goes against our school's mission and the school rules.

3. Pupils who have bullied need to know that these actions are not tolerated and should find ways to make amends through negotiation and discussion with the staff of the school.

If bullying persists:

- The bully, or groups of bullies, will be withdrawn from the playground or classroom for a period of time and their parents will be informed of the action that has been taken
- Their behaviour will be monitored for a period of time so as to enable the school and home to work together to overcome problems
- Ultimately, an exclusion from school may be given if the bullying behaviour does not stop – in line with the school's exclusions policy

### **The role of the Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying in our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. 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 him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **The role of the Headteacher**

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 identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished. The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets 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.

### **The role of the Teacher and Support Staff**

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.

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied then after consultation with the Headteacher, the class teacher informs the child's parents.

If adults become aware of any bullying taking place between members of a class, they deal with the issue immediately, this may involve counselling and support for the victim of the bullying through the peer support group approach, and sanctions for the child who has been carrying 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, the Headteacher is informed. The child's parents are invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may need to contact external support agencies.

### **The role of Parents**

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 the school immediately. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying/ harassment. Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse.

Parents should encourage their child to talk to an appropriate member of staff in the first instance. The first report should be made to the child's class teacher who will then deal with it in the appropriate manner. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **Monitoring and Review**

This policy is monitored by the Headteacher, who reports to governors on request about the effectiveness of the policy.

### **Sources of further information, support and help:**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

<b>Name of Organisation</b>	<b>Telephone Number</b>	<b>Website</b>
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Anti-bullying Alliance (ABA)	020 7843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beatbullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Childline	0800 11 11 (helpline for children)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Childnet International	020 7639 6967	<a href="http://www.childnet-int.org">www.childnet-int.org</a>
Kidscape	020 7730 3300 (General enquiries) 08451 205 204 (Adults only)	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Mencap	0300 333 1111	<a href="http://www.mencap.org.uk">www.mencap.org.uk</a>
NSPCC	020 7825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Parentline Plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>