

Anti-Bullying Policy

ST. GEORGE'S CATHOLIC PRIMARY VOLUNTARY ACADEMY



Policy Date: September 2023

Next Review Date: September 2025

**Part of Blessed Holy Family Catholic
Academy Trust**

We are learning to grow together as God's family. We will always do our best to love and respect each other as we prepare for our future.

Our Vision

At St George's we believe that everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race, culture or social circumstance. As a Catholic community we are committed to living, working and growing together as one in God's family. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated.

Definitions

Physical These are unprovoked assaults where the person being bullied is hit, kicked or when belongings are taken or damaged.

Verbal Bullying consists of name-calling or insulting, racist or sexist remarks and the use of derogatory language.

Indirect When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group.

Psychological Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances,

appearance, or any other feature of their lives that can be exploited to cause hurt.

Cyber bullying The use of text messaging or e-mail or other forms of social media to perpetuate any of the above.

Bullying can be defined as a repeated physical, psychological or verbal attack against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and /or manipulation. It can take a number of forms both physical and non- physical, either in combination or in isolation.

Our School Community

- Discusses, monitors and reviews our anti-bullying policy bi-annually.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn and that pupils abide by the anti-bullying policy.
- Reports to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the local Authority and other relevant organisations when appropriate.

Involvement of Pupils/Students

We will:

- Discuss children's views on the extent and nature of bullying through Circle Time and PSHE
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
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- Involve children in anti-bullying campaigns in school where appropriate.
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.
- Work with children who have been bullying in order to address the problems they have.

Procedures for teaching staff when dealing with bullying incidents

1. Listen to the child who comes to you as the victim
2. Make notes if necessary or ask the child to write down what happened or is continuing to happen
3. Interview the alleged perpetrator/s
4. Talk to anyone who witnessed the behaviour
5. Decision made as to further procedures
6. Fill out incident report on CPOMS
7. Discuss with Head Teacher or Deputy Head
8. Inform those involved about the action being taken and how the perpetrator will be accountable for their behaviour and the victim protected
9. Monitor relationships until situation is resolved
10. Liaise with Head Teacher and Deputy Head the continuing monitoring of the situation.

11. Where appropriate discrete information is given to other adults who have care of children within school.

The role of mid-day supervisors/Breakfast Club/After School Club

Almost three-quarters of all bullying of children in Primary school takes place outside of the classroom on the playground and in areas used during break times. It is extremely important that all members of staff supervising these periods are observant for any signs of bullying or victims of bullying.

It is important that these staff also act as role models and, when dealing with incidents of bad behaviour or arguments on the playground, they encourage children to treat each other with kindness and respect and to share and involve each other in playground activities and games and to play together in ways conducive to the mission statement and Catholic ethos of the school.

These staff should offer support to victims of bullying and also strategies with which those who have bullied can use to integrate successfully with their peers and develop friendships built on mutual respect and trust.

Procedures for Staff

1. Listen to the child who comes to you as the victim
2. Interview alleged perpetrator/s
3. Talk to anyone who witnessed the behaviour
4. Report to Head Teacher or Deputy Head Teacher as soon as possible
5. Head Teacher or Deputy Head Teacher begins procedure

The role of Parents, Guardians and Carers

We will:

- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.

- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, culture, sexuality and physical difference.

Parents must also make every effort to support the mission statement of the school and to enhance its Catholic ethos.

Note: Should parents have reason to disagree with a decision taken by the Head Teacher with regard to sanctions of suspension or exclusion, they should refer to the schools complaints policy. All appeals must be addressed to the Chair of Governors who will then pass them to the Governor in charge of appeals.

The Role of the Governing Body

The primary role of the Governing body is to ensure that the school 'lives out' its mission statement and the 'vision' of this policy. It is expected that every member of the governing body act in accordance with this vision and as a role model to the children of the school and the staff members.

Links with Other School Policies and Practices

This policy links with a number of other school policies, practices and action plans including:

- The teaching of RE, PSHE and citizenship.
- Behaviour Policy
- The recording of racial incidents

Preventative Strategies:

1. **High Levels of Supervision**, i.e.:
 - a. Playground - two adults on the playground
 - b. Full time teaching assistants in foundation stage and KS1, plus extra support where necessary.
 - c. Ensuring adequate adult/child ratio when going on school trip/walk etc.
2. **Positive reinforcement** kind/helpful behaviour, e.g. one child assists another who has fallen over in the playground. Reinforce caring for each other through Bible/related stories in collective worship and other appropriate curriculum areas.
3. **Remind children to say** 'stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet. If they persist tell midday supervisor/classroom assistant/teacher straight away.
4. **Carpet Discussion Time** – when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? What should they do?
5. **Keep record of incident** – complete a written record on CPOMS. If a pattern of behaviour or serious incident occurs, contact parents to discuss ways of resolving the situation.
6. **Playground Equipment and adults support** – markings/games on the playground, picnic tables and lunchtime equipment all help to keep children focused positively on desired behaviour as well as adult support for play.

7. **Teach children how to recognise when others do not like what is happening to them – sad face, crying.** Teach children to use the ‘worry box’ in classrooms and link corridor.

Useful Websites

<http://www.bullying.co.uk/> ,
<http://www.kidscape.org.uk>
<http://www.cre.gov.uk/>
<http://www.ceop.police.uk>
<http://www.childline.org.uk>
www.macmillan.org.uk/whybother

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