

Bury
Catholic
Preparatory
School

Anti-Bullying Policy



Created by: SENCo
Ratified by Governors
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Mission Statement

BCPS is a happy and caring school community.

We follow Jesus' example to respect, value and nurture every unique individual to develop their God given talents and potential.

We are a school where faith and future flourish.

Introduction

This policy applies to the whole school, including the EYFS.

At Bury Catholic Preparatory School we believe that all children have the right to work and learn in a supportive, caring and safe environment without fear of being bullied.

As a Catholic school we aim to work with parents to teach the moral values of the gospels. We strive to develop a respect for each other growing from honesty, truth and Christian love - 'love one another as I have loved you'. The children will be made aware through our Catholic teachings in school, that bullying is an unacceptable form of behaviour. It is totally against our Christian ethos and must not and will not be tolerated in our school. If a complaint involving bullying does arise then it will be taken seriously by all members of staff and investigated swiftly and fairly with the emphasis on reconciliation. Everyone has a responsibility to stop instances of bullying

Bullying of any kind is unacceptable at our school, and we understand the potential serious implications for children who have been bullied – both physical and psychological, even suicide. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

This policy is guided by the principles set out in

'Preventing and Tackling Bullying (2014)

KCSIE 2020

Cyberbullying: Advice for headteachers and school staff (2014)

Supplementary advice documents for parents and teachers who find themselves attracting online bullying, and a fact sheet (March 2014)

The Equality Act 2010 also requires schools to have due regard to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity
- Foster good relationships between people

Aims of our anti bullying strategy:

The aims of our school anti-bullying strategies and intervention system are:

- To prevent, descales and/or stop any continuation of harmful behaviour
- To be consistent and reasonable when dealing with bullying incidents
- To ensure that the pupil who has been bullied feels safe and supported
- To apply disciplinary sanctions, as per our policy, to the pupil causing the bullying and ensure that they learn from the experience.
- To make staff aware of their role in fostering the knowledge and attitudes required to fulfil our aims, and provide regular training in this area for staff.
- To use opportunities in the school curriculum, assemblies etc. to raise awareness of anti-bullying, as well as an annual dedicated anti-bullying week.
- To involve parents by reporting back quickly regarding their concerns on bullying and deal promptly with complaints, as well as informing them of our anti-bullying procedures.
- To recognise that everyone is special and we should care for each other as Christ taught us
- To encourage a respect for each other through honesty, truth and Christian love

What is bullying?

Bullying is behaviour that **is repeated over time** and **intentionally hurts** another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and emails. It is repetitive over a period, and victims may find it hard to defend themselves against injury, upset, embarrassment or isolation. Bullying can take place between pupils, between pupils and staff, or between staff; face to face, indirectly or using a range of cyber bullying methods. It could take place outside of school. Bullying is serious, both physical and emotional, and it may cause psychological damage.

Examples of bullying include:

- **Emotional:** being actively unfriendly, excluding, tormenting (psychological damage)
- **Physical:** pushing, kicking, hitting, punching or any violence. (psychological damage)
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually orientated comments
- **Homophobic:** because of or focusing on the issue of sexuality
- **Upskirting:** Upskirting is now a criminal offence and is defined as taking a photograph underneath a person's clothing for either sexual gratification or to humiliate or embarrass the person
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, insulting or demanding money
- **Cyber:** all areas of Internet, such as email and internet chat room misuse, mobile threats by text messaging/photos/calls, misuse of associated technology i.e. cameras/videos
- **Property:** damage to or hiding one another's property
- **Disability/SEN :** name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- **Radicalisation and extremism**

Note: Isolated or one off intentional negative behaviour including, one off offensive or hurtful text messages or other private messaging, does not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Behaviour Policy. However, in the context of the policy, placing a one off offensive or hurtful public message, image or statement on a social networking site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Procedures to follow and disciplinary sanctions (see flow chart appendix 4)

1. An isolated incident of name calling etc should be reported to the person in charge. The child/children will be asked to genuinely apologise and will be made aware of why the behaviour is unacceptable. They will also be given the opportunity to discuss their actions. The class teacher should be informed. If it is a serious incident, the deputy must be informed. The class teacher will record this in the '**Class Behaviour Log Book.**'

2. In cases where it has happened on more than one occasion, the incident will be logged in the '**Class Behaviour Log Book**' and the deputy informed. Staff will **also** record the incident on the **Anti Bullying Form**. This written account of the incident will be kept in the 'Class Confidential File, which will transfer with the cohort as they move through the school. **See Class Teacher's Anti Bullying Form**. Teachers should not immediately react to a suspected case of bullying without further investigation. Interviews can be useful – individually or in small groups – especially those children with learning difficulties. The class teacher or SENCO should conduct these as the pupil interviewer relationship can affect the honesty of the answers. When the perpetrators act in a group they should be interviewed one at a time, without allowing the other participants to collaborate. This should be followed by a group meeting to air all the individual comments in order to establish the facts. Bystanders, including the child suspected of bullying, should be asked to give their account of the incident.

3. The perpetrator will be asked to verbally, or in writing, apologise to the other party (where appropriate). Parents of all concerned will be informed, (with child present when deemed necessary) and there may be removal of certain privileges e.g. extra-curricular club. A meeting will be arranged between the perpetrator and the child being bullied to implement restorative justice measures in order for them to be held accountable for their actions, and to learn to behave in ways that do not cause harm in future. Strategies will be put in place to change the perpetrator's behaviour to reconcile the children. **This follow up will be recorded on the Anti Bullying Form – 'details of action taken'**. It is important that anyone involved in bullying, even bystanders, are made aware of the implications.

4. It is essential that any logged incidents of bullying will be followed up to check that the bullying hasn't started again. Staff will do this again within two weeks, and again the following half term. **This will be recorded on the Anti Bullying Form**. Immediately after intervention, the bullying is likely to stop. However, bullying can be persistent and may recur. Each class teacher is responsible for this. The situation will be monitored over two months to see if the sanctions/intervention strategies have prevented the recurrence of the bullying and that the pupil being bullied feels safe again.

5. If the bullying continues, an urgent meeting will be arranged with parents to discuss a further course of action of how to reconcile the children or apply general sanctions. **Three incidents of bullying by one child during the term will automatically involve the Headteacher**. The Class Teacher will inform the Head. It is important that the parents of the victim are kept up-to-date so that they can see evidence that the school is dealing with the situation. **Sanctions will be put in place:** letters of apology, working during breaks, staying in at lunchtime, home contact book (to be implemented for a minimum of one half term) and withdrawal within school. The class teacher will inform the relevant staff in the out of hours care and the lunchtime supervisors so that consistent strategies are used to monitor and support both the bully and the victim. Hopefully, incidents of bullying will cease.

6. In severe cases, temporary, or even permanent exclusion will be considered. There may be times when all the support that is given does not work and an individual child is so disruptive that they have to be excluded from school. This can for example, happen suddenly if any child violently attacks another pupil.

7. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, Procedures from Our Safeguarding and Child Protection policy should be followed and the DSL (Designated Safeguarding Lead) informed immediately.

8. Pupils who experience bullying need:

To know that they are heard

To know how to report bullying

To feel confident in our ability to deal with the bullying

To have steps taken to make them feel safe again

To be helped to rebuild confidence and resilience

To know how they can get support from others

Raising awareness through staff training

Staff discuss pastoral issues during staff meetings. These are written in the Pastoral Book and staff are made aware of any incidents that need monitoring. If an anti-bullying form has been completed by a member of staff, this is also discussed. All staff, including lunchtime staff, are made aware of the concerns and the children are monitored and strategies are put in place. The staff also access online training run by the anti-bullying alliance. The training is split up into seven modules with emphasis placed on definitions of bullying, preventative strategies and legal responsibilities.

The policy is reviewed once a year and the schools' procedures discussed to ensure they are understood. Newly appointed staff will have a 1:1, where the policy and school procedures are discussed. One staff meeting a year is dedicated to Anti Bullying Week, where staff discuss sources of support available for themselves and parents. We discuss how to identify bullying and strategies to deal with it.

Records are kept to evaluate the effectiveness of the approach adopted and enable patterns to be identified. Records of bullying are reviewed annually by the Head and Deputy in order to monitor and assess any increase in frequency or type of bullying. This is also feedback to staff during staff meetings. School would invest in specialised skills and outside agency support for help in understanding the needs of children, including those with SEN or disabilities, and lesbian, gay, bisexual and transgender children, if required. (E.g. police/social services)

Raising awareness through PSHEE – We are a telling school

Some children may find it difficult to report bullying. Many think 'telling' is wrong.

Children who are being bullied may fear that action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. Through PSHEE and Anti Bullying Week, we make sure pupils are clear about the part they can play in prevent bullying, including when they find themselves as bystanders.

The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

- School wide promotion of our Code of Conduct
- Parental survey
- Assemblies
- School Council Meetings
- Circle time activities
- PSHEE sessions
- Drama - visiting drama companies or children performing an assembly
- Projects
- Stories
- Literature
- Anti-Bullying Week
- Concerns Box – located outside the junior cloakroom
- Pastoral Support

Communicating information to parents

We believe that parents have an important part to play in our anti-bullying policy. It is important to involve parents and make sure they are clear about the part they can play to help prevent bullying and ways in which they can support the school. The school policy is available for parents to access via the website and office. We keep parents informed about events e.g. Anti-Bullying Week, through our weekly newsletter.

**“Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults.”
NSPCC 2014**

Involving parents

We ask parents to:

- Look for unusual behaviours in children e.g. they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child’s education. Enquire how their day has gone, who they have spent time with.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child, or their parents, on the playground, or involve an older child to deal with the bully. Please inform school immediately.
- It is important that you advise your child not to fight back. It can only make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce that it is our policy concerning bullying and make sure your child is not afraid to ask for help.

Prevention

In order to prevent bullying, and raise awareness with both staff and children the following will be implemented:

- Positive staff action – be aware of potential trouble hotspots – playground, where there is movement around school and when children are out of sight of any supervision e.g. cloakroom
- Annual Anti-Bullying Week (Nov) - during this time, children’s awareness of bullying will be raised. Issues such as the effects of bullying, and the importance of the Bystander will be discussed.
- Empower to children to sort their own problems out through teaching them strategies to deal with minor situations themselves – asking them what they have done to try to sort it out themselves, but to ask for help if it is needed. An environment of ‘telling’ must be encouraged. This may be to the Prefects, House Captains or any member of staff.
- On-going curriculum areas – PSHEE, SEAL, RE, Speaking and Listening debates, assemblies, stories, drama, role play, projects and literature with discussions of differences between people and the importance of avoiding prejudice – based on language.
- Enhance the self-worth of all children – there should be a focus on positive, not negative aspects of behaviour, where achievements and good behaviour are celebrated.
- Targeting small groups or individuals who display bullying behaviour, as well as those who experience bullying, and ensure children know what to do if they witness bullying as a bystander.
- Increase staff awareness of this policy, legal responsibilities, how to resolve and prevent problems and where sources of support are available – through regular discussion and training, and by reviewing this policy at least annually.
- Access outside support to help understand the needs of our children e.g. specialised skills to support the needs of those with special educational needs, lesbian, gay and bisexual and transgender pupils.
- Have clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success
- Involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Prevention of Cyber-Bullying Cyber Bullying is sending or posting harmful or cruel text or images using the internet or other digital communication devices. Our preventative measures include:

- a) Blocking access to certain sites using a filtering system
- b) Monitoring children’s use of the internet
- c) Teaching about Cyber-safety during PSHEE and Anti Bullying Week
- d) Teaching about digital literacy
- d) The use of cameras (including those on mobile ‘phones) is not allowed in school or at any event associated with the School

During E-Safety Week and ICT lessons, children are taught about personal online safety and the risks of cyber bullying. **(see E Safety Policy)**

Bullying beyond the School

Any bullying outside of school (e.g. via internet or mobile phones) will be investigated by the school and dealt with accordingly. Where a child reports bullying off the school premises, there are a number of responses that may be appropriate

- parents will be notified if their child is involved.
- contact with the local police/children’s social care
- contact with Heads of other schools

Monitoring and evaluation

Monitoring will enable the school to follow up and record progress in dealing with bullying behaviour. Incident Forms/Reports on bullying will include: who was involved, where and when it happened, type of bullying behaviour, what action was taken and how it was followed up. (See appendices below). Monitoring should help to identify whether or not the anti-bullying policy is being effective. Records of incidents can show whether bullying is becoming less frequent or changing in nature.

The monitoring systems will be reviewed annually. The information collected from the Incident Forms and feedback from people's experiences of the policy in practice will be used to review and update the school's anti bullying approach. Records will be kept in the office. (See appendices below)

SEE BELOW

Appendix 1 – Class Teacher's Incident Report Form

Appendix 2 – Headteacher's Incident Report Form

Appendix 3: Strategies and suggestions for staff to use

Appendix 4 – Flow Chart for Anti-Bullying Procedures



Appendix 1 - Class Teacher's Incident Report Form

1. Name of pupil being bullied and class group

Name _____ Class ____

2. Incident Report Number: 1 2 3 (please circle)

3. Name(s) and class(es) of pupils engaged in bullying behaviour

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4. Source of bullying concern/report (tick relevant box(es))

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

5. Location of incidents (tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
Before/after school club	
Other	

6. Name of person(s) who reported the bullying concern

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7. Type of bullying behaviour (tick relevant boxes)

Physical Aggression		Cyber bullying	
Damage to property		Intimidation	
Isolation/exclusion		Verbal	
Name calling		Other	

8. Where behaviour is regarded as identity based bullying, indicate the relevant category:

<u>Homophobic</u>	<u>SEN/Disability related</u>	<u>Racist</u>	<u>Other</u>

9. Brief description of bullying behaviour and its impact

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10. Details of immediate action taken

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Parents of victim informed: yes/no
Parents of perpetrator informed: yes/no

11. Details of the follow up

After two weeks

After two months

Signed _____(Teacher) Date



Please file in your Class Confidentiality File/copy to Headteacher.

Appendix 2 - HEAD TEACHER'S BULLYING INCIDENT REPORT FORM

Incident reported by...	Date
Time	Location
Staff present	
Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)	
Pupil's comments	
Parent's comments	
Action agreed	

Review date:

Details of the follow up review

Parent's comments

Parent's signature:

Date:

Headteacher's signature:

Date:

**Continue monitoring
Yes or No**

Appendix 3 Strategies for reducing bullying

a) Co-operative Group Work

When this is integrated into normal classroom practice, pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups
- become better integrated into the peer group

Variants include trust-building/team building exercises, co-operative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:

- pupils work together and help one another, managing conflicts within the group
- there are tasks needing a group effort
- children share information and divide work towards common goals
- roles vary within groups: leading, problem-solving, tidying up

By working together, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them.

b) Circle Time

Teachers and pupils sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:

- creates a safe space to explore issues of concern
- explores relationships with adults and peers
- enhances effective communication
- affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes. Participants listen carefully, making eye contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules that encourage the group to:

- focus on their own feelings and those of others
- listen to one another and tolerate others' views
- learn to take turns
- discuss difficult issues using a problem-solving approach

c) Circle of Friends

Sometimes known as 'Circle of Support', they build relationships around a vulnerable pupil. The method must first be explained to that pupil, whose agreement and cooperation are essential.

Circles aim to:

- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour
- describe the pupil - only **positive** things may be said
- list things about the pupil that they find difficult
- discuss how *they* would feel and behave if they were isolated or socially excluded
- consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupil changing
- volunteer to form the pupil's Circle of Friends (between six and eight pupils)

d) Befriending

Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. Befrienders:

- need friendly personal qualities
- give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- offer companionship and activities to peers who would otherwise be miserable and alone
- may share a common difficulty - for example bereavement

The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally. Befrienders need training in active listening, assertiveness and leadership.

e) Mediation by adults

Methods focus on pupils who have been bullying others regularly for some time, *as well* as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school.

- hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first
- get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this, be prescriptive
- chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying
- check progress a week later, then meet all involved to reach agreement on reasonable long term behaviour - at this stage participants usually cease bullying
- check whether the bullying starts again or targets another pupil
- if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement, sanctions or a change of class.

f) Working with victims

The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates and adults, including the teacher may dislike them. They may also bully weaker pupils.

Parents and teachers should co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

Appendix 4

Flowchart to show Anti Bullying Procedures

