



St Mary's Catholic Primary School, Knaresborough

Anti-Bullying Policy and Strategy

Mission Statement

**“With Christ at the centre, we show
Unity, Respect, Joy, Love and Courage.”**

Policy review date- Autumn 2023
Person Responsible- Helen Tomlinson
Ratified by Academy Council- Autumn 2023
Review date- Autumn 2024

Anti-Bullying POLICY

Mission Statement

Our mission is to offer a distinctive Catholic education for every child within a caring Christian community where everybody feels valued, confident and secure. We believe each person is loved by God and is gifted and unique. In partnership, our community creates a challenging, stimulating and positive learning environment where Christ is at the centre of all that we do and is our inspiration.

1 Introduction

- 1** DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct or indirect.

2 Aims and objectives

- 2.1** 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.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 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 Academy Council

- 3.1** The Academy Council supports the headteacher in all attempts to eliminate bullying from our school. The Academy Council will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2** The Academy Council monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Academy Council require the headteacher to keep accurate records of all incidents of bullying, and to report to the Academy Council on request about the effectiveness of school anti-bullying strategies.
- 3.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of Academy Council to look into the matter. The Academy Council responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Academy Council notifies the headteacher, and asks him/her to

conduct an investigation into the case, and to report back to a representative of the Academy Council.

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 identify and deal with incidents of bullying. The headteacher reports to the Academy Council about the effectiveness of the antibullying policy on request.
- 4.2** 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.
- 4.3** The headteacher ensures that all staff receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4** 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.

5 The role of the teacher and support staff

- 5.1** All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2** All staff keep records of all incidents that happen in their class on CPOMS/ARBOR, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff 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** When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequence for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. 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 the social services.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Teachers will also use opportunities in PSHE and RE to address care and respect for others and developing positive relationships.

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

7 The role of pupils

- 7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying (suggestion box, trouble tub).
- 7.3** Our School Council is active in reminding the children of accepted codes of conduct.

8 Monitoring and review

- 8.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to Academy Council on request about the effectiveness of the policy.
- 8.2** This anti-bullying policy is the Academy Council's responsibility, and they review its effectiveness annually by discussion with the headteacher. Academy Council members analyse the information provided for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 8.3** This policy will be reviewed in two years, or earlier if necessary

St Mary's Anti – Bullying Strategy

Wave 1

Member of staff talks with those involved and decides no further action is required.
Reinforces with those involved the school's stance with regard to bullying. This should be handled quickly and sensitively.

This will involve an appropriate member of staff following the following procedures:

- Talk with victim to understand feelings
- Talk with bully to give the "evidence" of distress / hurt; to reinforce view that behaviour is unacceptable; to encourage bully to make a response to the victim seeking to improve relationship
- In talks with both victim and bully seek to discover whether there are underlying "reasons" for behaviour
- Feedback to victim
- Monitoring (may involve use of staff or peers)

Possible strategies:

- Anti-bullying policy/charter – shared/ understood by all
- Whole school awareness raising via assemblies, display, competitions, drama etc
- Anti-bullying education via PSHE etc
- Appropriate adult supervision during both curriculum and non-curriculum time
- Whole staff development including additional adult support if needed– awareness and responding to incidents
- Transparent systems for reporting bullying incidents
- Clear hierarchy of consequences on our School Behaviour Policy
- . Increased positive behaviour strategies
- . TA support listening
- . Pupil interviews

Wave 2

If a child is being bullied over a period then the Headteacher informs the child's parents. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the SENCO. We then invite the child's parents into the school to discuss the situation.

- Behaviour needs to be further investigated by the appropriate member of staff
- Behaviour investigated to assess nature and severity of the behaviour: all those involved including bystanders talked to: behaviour records checked: parents informed, involved as appropriate and provided with regular feedback
- Priority is to protect and provide support for the victim (s) of bullying, and then to seek to resolve the conflict
- Provide help to change behaviour of those bullying
- Bystander behaviour addressed
- Parents informed and involved

Possible strategies:

- Headteacher monitoring
- Support for targets of bullying via peers or adults
- Mediation opportunities
- Restorative practices
- Groupwork opportunities around self- esteem, anger management strategies etc.
- Audit of opinions and experience of bullying within specific vulnerable groups
- Meetings with parents/carers

Anti-Bullying Policy and Strategy

Wave 3

If behaviour is potentially so serious that it has to be referred to a senior member of staff, and if appropriate the Child Protection Designated Person – Mrs Tomlinson or in her absence Mr Verhees or Mrs Bleasdale.

- Senior member of staff informs parents immediately and meeting arranged as soon as possible (unless such action could put a child at risk)
- Appropriate senior member of staff instigates immediately an investigation and decides whether case needs to be referred to external agency, for example Child Protection and / or Police or Early Help
- Where external agencies involved further school action needs to be agreed with involved agencies

Possible Strategies

- One to one counselling opportunities
- Multi-agency support
- One to one learning opportunities around self-esteem, anger management strategies
- Early Help Assessment